THE FOURTH QUINQUENNIAL REVIEW

OF THE

PROGRESS OF EDUCATION

IN

BIHAR AND ORISSA.

(Dealing with the period from April 1st, 1927, to March 31st, 1932.)

PATNA :
SUPERINTENDENT, GOVERNMENT PRINTING,
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1932.

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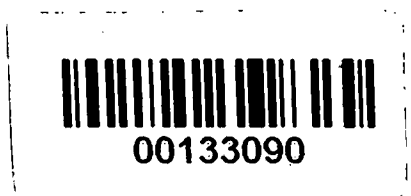
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THE FOURTH QUINQUENNIAL REVIEW

OF THE

PROGRESS OF EDUCATION

IN

BIHAR AND ORISSA

CHAPTER I.

Introductory.

This report, like that written five years ago, deals only with Bihar and Orissa proper and excludes the attached Orissa States. The tables printed on the next four pages give in the usual form a summary of the figures for the years 1926-27 and 1931-32. The figures for the year 1930-31 are given also for reference.

I.—General Summary of Educational

Area in square miles—83,142.

Population—

Males	...	18,794,274
Females	...	18,883,585
Total	...	37,677,859

Percentage of male scholars to male population, and total number of

	In recognized institutions.		
	1932.	1931.	1927.
Male scholars	4·88	5·46	5·66
Female scholars.	·63	·68	·67
Total	2·75	3·03	3·13

Recognized Institutions.	Institutions.				
				Increase or decrease.	
	1932.	1931.	1927.	Compared with 1931.	Compared with 1927.
1	2	3	4	5	6
University	1	1	1	...	...
FOR MALES.					
Arts colleges*	10	10	10	...	...
Professional colleges	7	7	5	...	+2
High schools	169	162	135	+7	+34
Middle schools	710	682	563	+28	+147
Primary schools	25,124	25,654	27,457	−530	−2,333
Special schools	506	531	476	−25	+30
TOTALS ...	26,526	27,046	28,646	−520	−2,120
FOR FEMALES.					
Arts colleges	1	1	1	...	...
Professional colleges	...	...	...	...	...
High schools	7	6	4	+1	+3
Middle schools	32	33	28	−1	+4
Primary schools	2,447	2,481	2,790	−34	−343
Special schools	22	25	25	−3	−3
TOTALS ...	2,509	2,546	2,848	−37	−339
Unrecognized schools—					
For males	1,984	1,708	1,617	+276	+367
For females	194	188	132	+6	+62
TOTALS ...	2,178	1,896	1,749	+282	+429
GRAND TOTALS ...	31,213	31,488	33,243	−275	−2,030

Includes the figures

† Besides these, 55 post-graduate students of Arts and

(a) In graduate and post-graduate classes. (b) In intermediate classes.

Institutions and Scholars.

female scholars to female population scholars to total population.					
In all institutions.					
1932.	1931.	1927.			
5·15	5·73	5·9			
·67	·70	·69			
2·90	3·18	3·26			
Scholars.					
1932.	1931.	1927.	Increase or decrease.		Remarks.
			Compared with 1931.	Compared with 1927.	
7	8	9	10	11	12
...	...	...	...	...	
3,574	3,580	3,467	—6	+107	(a) 1,308, (b) 2,266.
+921	975	1, 21	—54	—100	
48,034	46,437	38,197	+1,597	+9,837	(c) 40,331, (d) 7,713.
76,527	74.341	59,114	+2,186	+17,413	(c) 35,138, (d) 41,389.
820,773	817,495	875,666	+3,278	—54,893	(c) 431, (d) 820,342.
18,335	18,573	16,762	—238	+1,573	
968,164	**961,401**	**994,227**	**+6,763**	**—26,063**	
5	3	7	+2	—2	(b) 5.
...	...	...	...	...	
1,822	1,572	814	+250	+1,008	(c) 524, (d) 1,298.
5,186	5,087	3,674	+99	+1,512	(c) 818, (d) 4,368.
62,830	62,382	66,099	+448	—3,179	(c) 16, (d) 62,814.
627	877	765	—250	—138	
70,470	**69,921**	**71,969**	**+549**	**—799**	
52,029	46,918	40,640	+5,111	+11,389	
4,160	3,727	2,358	+433	+1,802	
56,189	**50,645**	**42,998**	**+5,544**	**+13,191**	
1,094,823	**1,081,967**	**1,108,494**	**+12,856**	**—13,671**	

for the Science College.

Science Colleges were reading in the Law College also

(c) In the secondary stage. (d) In the primary stage.

II.—General summary of expenditure

	Total expenditure.				
	1931-32.	1930-31.	1926-27.	Increase or decrease as compared with—	
				1930-31.	1926-27.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Direction and inspection ...	9,90,217	10,61,134	9,41,511	—70,917	+48,706
University	2,94,097	2,88,978	2,16,000	+5,119	+78,097
Board of secondary and intermediate education.	4,697	5,289	5,023	—592	—326
Miscellaneous	27,90,428	36,05,130	44,86,859	—8,14,702	—16,96,431
Totals ...	40,79,439	49,60,531	56,49,393	—8,81,092	—15,69,954
INSTITUTIONS FOR MALES.					
Arts colleges	12,05,650	12,03,438	9,75,231	+2,212	+2,30,419
Professional colleges ...	5,63,773	5,99,183	5,32,259	—35,410	+31,514
High schools	22,89,936	22,28,534	17,74,891	+61,402	+5,15,045
Middle schools	15,69,420	15,26,463	12,03,445	+42,957	+3,65,975
Primary schools	51,94,858	54,11,239	51,06,941	—2,16,381	+87,917
Special schools	15,67,682	16,06,282	16,66,245	—38,600	—98,563
Totals ...	1,23,91,319	1,25,75,139	1,12,59,012	—1,83,820	+11,32,307
INSTITUTIONS FOR FEMALES.					
Arts colleges	6,520	6,136	5,320	+384	+1,200
Professional colleges ...	...	...	...	...	...
High schools	1,79,135	1,65,250	82,110	+13,885	+97,025
Middle schools	1,50,398	1,56,301	1,69,137	—5,903	—18,739
Primary schools	5,08,428	4,95,994	4,79,059	+12,434	+29,369
Special schools	76,566	88,849	98,028	—12,283	—21,462
Totals ...	9,21,047	9,12,530	8,33,654	+8,517	+87,393
(a) GRAND TOTALS ...	1,73,91,805	1,84,48,200	1,77,42,059	—10,56,395	—3,50,254

(a) The figures in columns 11—15 against this side head

on education during 1931-32.

Percentage of expenditure in 1931-32.				Cost per scholar.					
Government funds.	Local funds.	Fees.	Other sources.	Government funds.	Local funds.	Fees.	Other sources.	Total.	
7	8	9	10	11	12	13	14	15	16
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
99·23	·13	...	·64	...	...	...	...	...	Direction and inspection.
8·50	...	88·07	3·43	...	...	...	...	...	University.
100	...	...	...	...	...	...	...	...	Board of secondary and intermediate education.
37·53	22·23	10·35	29·89	...	...	...	...	...	Miscellaneous.
50·48	**15·24**	**13·43**	**20·85**	...	...	...	...	...	Totals.
									INSTITUTIONS FOR MALES.
72·08	...	25·49	2·43	243 2 6	...	85 15 8	8 3 3	337 5 5	Arts colleges.
81·73	...	17·18	1·09	500 4 9	...	105 3 0	6 10 4	612 2 1	Professional colleges.
29·96	...	59·90	10·14	14 4 7	..	28 8 10	4 13 4	47 10 9	High schools.
6·66	40·20	41·70	11·44	1 5 10	8 3 11	8 8 10	2 5 7	20 8 2	Middle schools.
1·58	67·01	17·63	13·78	0 1 7	4 3 10	1 1 10	0 14 0	6 5 3	Primary schools.
66·06	·11	4·11	29·72	56 7 8	0 1 5	3 8 3	25 6 8	85 8 0	Special schools.
26·18	**33·20**	**27·52**	**13·15**	**3 5 6**	**4 4 0**	**3 8 4**	**1 10 11**	**12 12 9**	Totals.
									INSTITUTIONS FOR FEMALES.
97·73	...	2·27	...	1,274 6 5	...	29 9 7	...	1,304 0 0	Arts colleges.
...	...	...	...	...	...	...	...	...	Professional colleges.
57·77	...	31·91	10·32	56 12 9	...	31 5 11	10 2 5	98 5 1	High schools.
42·72	...	10·54	46·74	12 6 3	...	3 0 11	13 8 10	29 0 0	Middle schools.
7·70	70·10	5·55	16·65	0 10 0	5 10 9	0 7 2	1 5 7	8 1 6	Primary schools.
74·03	...	1·03	24·94	90 6 4	...	1 4 2	30 7 4	122 1 10	Special schools.
29·31	**38·69**	**11·09**	**20·91**	**3 13 3**	**5 0 11**	**1 7 2**	**2 11 9**	**13 1 1**	Totals.
32·01	**29·28**	**23·35**	**15·36**	**5 5 9**	**4 14 5**	**3 14 7**	**2 9 2**	**16 11 11**	(a) Grand Totals.

include both direct and indirect expenditure.

2. In the following table, which gives figures for the year in which the province was created and for every fifth year since then, I have tried to surmount the difficulty caused by the fact that a census is only taken every ten years by assuming that in the fifth year after a census is taken the population has varied by half of the variation shown at the next census. The figures show clearly the general set-back explained in the report for 1921-22, and the set-back in the education of boys only during the last five years. They show also the extent of the progress made since the province was created.

Year.	Population.		Number of pupils at school.		Percentage of	
	Males.	Females.	Males.	Females.	Column 4 to 2.	Column 5 to 3.
1	2	3	4	5	6	7
1911-12 ...	16,859,929	17,630,155	671,055	89,843	3·98	51
1916-17 ...	16,811,238	17,433,454	733,637	111,398	4·36	·64
1921 22 ...	16,762,547	17,236,754	703,080	107,302	4·19	·62
1926-27 ...	17,778,343	18,060,096	989,464	119,030	5.57	·66
1931-32 ...	18,794,274	18,883,585	968,370	126,453	5·15	·67

3. The figures for the number of pupils in 1931-32 are somewhat surprising. In 1927-28 the number rose by 38,567, but in the next three years it fell by 65,094, leaving a net loss of 26,527. In the present economic situation I had anticipated a further fall, and the rise by 12,856, which reduces the fall for the five years to 13,671, is distinctly satisfactory. The figures for expenditure show a drop of approximately 10½ lakhs of rupees last year, including a fall of nearly 10 lakhs in the sum spent from public funds: comparing the figures for 1931-32 with those for 1926-27 there is a drop of 3½ lakhs of rupees in the total expenditure and of 15 lakhs in that from public funds.

4. The subject of education continues to occupy a considerable amount of the time of the Legislative Council. A private Bill to amend the Patna University Act was introduced in the year 1928-29. This Bill was designed mainly to give the University special powers over the colleges at Patna, to establish a Central University Board to co-ordinate their working, and to increase the representation of non-teachers on the Senate and Syndicate. It was opposed by Government, who had already informed the University that they considered impracticable the proposal to transfer the colleges at Patna to the control of the University; this proposal also excited opposition from the representatives of the other colleges. A motion to refer the Bill to a select committee was defeated. Another private Bill on much the same lines was introduced in the

August session of 1931 and was circulated for opinion. Later in the year this Bill was withdrawn and Government themselves introduced a Bill which had been drafted by the Vice-Chancellor and amended by the Senate. This Bill as modified by a select committee was passed by the Council in March, 1932. It brings the Act of 1917 up to date and into conformity with present conditions. It leaves the University purely federal, but establishes a Central Board to co-ordinate the work of the colleges at Patna, provides for larger representation of the registered graduates on the Senate and fixes the number of teachers and non-teachers on the Syndicate at 10 and 7, respectively, in addition to the Vice-Chancellor.

5. Three resolutions regarding education were discussed in the Council in the year 1927-28, four in 1928-29, one in 1929-30 and nine in 1930-31. Details of these have been given in the annual reports. In 1931-32 two resolutions were moved, one recommending Government to discontinue charging fines from students of Government and aided institutions who fail to pay their tuition fee on the due date so long as they pay it by the end of the month, and another recommending Government to establish agricultural classes and to introduce vocational training in all high and middle English schools. Both of the resolutions were negatived.

6. The number of questions on educational matters asked in the Council varies considerably. In 1928-29 it reached the surprising total of 532, if the different sub-heads of a question are reckoned as separate questions. Since then the number of questions asked has been much smaller. In 1930-31 it was 49 and in 1931-32 it was 104.

7. The education budget always interests the Council and every year the opportunity afforded by its introduction is taken to discuss various questions of policy. The Council has never failed to vote the complete amount of the demand put forward except last year, when a token cut of one rupee was carried as a protest against the decision of Government to reduce the education grants to local bodies by ten per cent owing to the financial stringency.

8. The following are the more important points mentioned in this review:—

(*i*) The publication of the Report of the Auxiliary Committee of the Indian Statutory Commission.

(*ii*) The many instances in which it has been necessary to effect economies owing to the recent financial stringency.

(*iii*) The creation of a post of special officer for primary education and girls' education and the appointment of an inspectress in place of a deputy directress.

(*iv*) The progressive extinction of the Indian Educational Service and the creation of a new class I of the Bihar and Orissa Educational Service to take its place.

(*v*) The rejection of a private Bill designed to amend the Patna University Act in such a way as to give the University special powers over the colleges at Patna, to alter the constitution of the Senate and Syndicate and to create a Central University Board; the withdrawal of another private Bill; and the passing of a Government Bill which leaves the University a federal body but alters the constitution of the Senate and Syndicate and creates a Central Board to co-ordinate the work of the colleges at Patna.

(*vi*) The completion of buildings for the University office and library.

(*vii*) The gift to the University of a large endowment to found loan scholarships for the study of medicine or pure science.

(*viii*) The decision of the University to restrict the scope of the supplementary examinations.

(*ix*) The decision of the University that students who combine a post-graduate course in arts or science with the B. L. course must devote three years to their studies.

(*x*) The revision of the University course in education and the institution of a primary education section of the diploma course.

(*xi*) The beginning of a movement among girls to attend colleges for men.

(*xii*) The division of the former Patna College into Patna College teaching arts only, and a Science College; and the closing of New College, the intermediate classes of which were transferred to Patna College, while the school classes became a separate school called the Patna Collegiate school.

(*xiii*) The completion of many new buildings for Patna College and the Science College; also for the Patna Training College and Patna Training School, which were moved in order to make room for the Science College.

(*xiv*) The gift of a large endowment to provide for a professorship of Maithili.

(*xv*) The completion of new buildings for the Bihar National College.

(*xvi*) The revised method of recruiting students to the Patna Training College.

(*xvii*) The improvement in the arrangements for tutorial work at the Patna Law College.

(*xviii*) The opening of the Bihar and Orissa Veterinary College.

(*xix*) The decision to abolish the school-leaving certificate examination for high schools.

(*xx*) The completion of many new buildings for secondary schools of all classes.

(*xxi*) The limitation of the maximum amount of a building grant to half, instead of two-thirds, of the cost of a project.

(*xxii*) The effect of the political situation on educational institutions of different kinds.

(*xxiii*) The continued conversion of middle vernacular schools into middle English schools.

(*xxiv*) The development of serious financial difficulties in connection with primary education and a consequent fall in the number of schools and pupils.

(*xxv*) The appointment of a large committee to advise Government on the subject of primary education.

(*xxvi*) The efforts made to deal with the problem of stagnation in primary schools.

(*xxvii*) The publication of a new draft curriculum for primary schools.

(*xxviii*) The failure of compulsory primary education in the Gopalganj and Maharajganj unions.

(*xxix*) The orders passed by Government on the report of the Sanskrit Education Committee and the reconstitution of the Sanskrit Convocation and Council with a large elected element in each.

(*xxx*) The replacement of the classes in office work at Government high schools by two commercial schools.

(*xxxi*) The large reduction in the number of elementary training schools, coupled with a small increase in the size of each school.

(*xxxii*) The increased attention paid to the education of girls and the issue of a Resolution on that subject by Government.

(*xxxiii*) The donation of three large sums for the opening of girls' schools.

(*xxxiv*) The completion of the buildings of the Bishop Westcott boys' school at Namkum and the rebuilding of part of St. Michael's school at Kurji.

(*xxxv*) The appointment of a special staff for the inspection of schools for the depressed classes.

(*xxxvi*) The provision of improved buildings for the two schools for the blind.

(*xxxvii*) The restriction in the number of trades taught at the Reformatory school and the improvements made in the workshop.

(*xxxviii*) The grant of special help to the author of a new Oriya dictionary.

(*xxxix*) The development of the arrangements for medical inspection.

(*xl*) The replacement of the staff of inspectors of physical training by five instructors to be attached to the five secondary training schools.

(*xli*) The institution of an annual examination for the award of diplomas in needlework and hygiene.

(*xlii*) The continued development of the Boy Scout and Girl Guide movements.

9. In addition to the prescribed tables I attach to the report four statements. One shows the percentage of children at school to children of school-going age in each of the districts in the province. Another gives details as to the number of *madrasas*, *maktabs*, *tols* and Sanskrit *pathshalas*. The third gives particulars as to the work of the different Missions; and the fourth gives particulars as to the expenditure incurred during each of the five years on buildings, furniture and apparatus.

CHAPTER II.

Controlling Agencies.

10. The subject of education is still split up into three heads, reserved, transferred and Angul, as described in previous reports. The figures for expenditure given by the Accountant-General are as follows:—

	1926-27.		1931-32.	
	Voted.	Non-voted.	Voted.	Non-voted.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Reserved	1,31,455	2,932	1,66,396	2,529
Transferred	86,41,882	5,05,544	78,76,159	2,75,387
Angul	...	97,919	...	98,501
Total ...	87,73,337	6,06,395	80,42,555	3,76,417

It will be seen that the expenditure under the head "transferred, voted" was 93·6 per cent of the total in 1931-32 against 92·1 five years ago. The fall in non-voted expenditure is noticeable and is due to the gradual extinction of the Indian Educational Service as well as to the reduction in pay made last year; the last cause affects the voted expenditure also. The sum spent by Government on education last year amounted to 17·6 per cent of the total expenditure from provincial revenues.

11. The expenditure on education from provincial revenues may be split up into percentages as shown in the following table:—

	For boys' institutions.	For girls' institutions.	For boys' and girls' institutions together.
University ...	14·86	·07	...
Secondary ...	10·52	1·83	...
Primary ...	37·94	·56	...
Special	11·43	·62	...
Direction ...	...	...	1·38
Inspection ...	...	...	9·35
Miscellaneous ...	...	...	11·44

The figures are to some extent misleading, because the grants to local bodies for primary education are used partly for boys' middle vernacular schools, partly for boys' primary schools and partly for girls' primary schools. I have shown them under the head boys' primary schools, because the greater part of the expenditure is incurred under that head.

12. The following table shows for each of the five years the grants given by Government to the local bodies and the expenditure of the local bodies from their own funds :—

Year.	Total expenditure by district boards.	Amount of Government grants.	Net expenditure from district funds.	Total expenditure by municipalities.	Amount of Government grants.	Net expenditure from municipal funds.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1927-28 ...	51,43,212	33,94,932	17,48,280	4,63,353	1,32,646	3,30,707
1928-29 ...	49,72,800	34,21,620	15,51,180	3,83,228	1,55,319	2,27,909
1929-30 ...	48,69,597	36,59,944	12,09,653	4,09,152	2,28,185	1,80,967
1930-31 ...	47,59,546	35,00,057	12,59,489	4,60,316	1,81,737	2,78,579
1931-32 ...	46,81,959	34,19,016	12,62,943	4,09,729	1,66,340	2,43,389

The figures for the Government contributions to district boards and municipalities in 1929-30 and 1930-31 are swollen by non-recurring grants, and those for the district fund expenditure in 1927-28 and 1928-29 by expenditure from non-recurring grants previously given. The recurring Government grants to municipalities depend on the net expenditure incurred from municipal funds, which is tending to rise as is shown by a comparison of the figures for the Government grants in 1927-28, 1928-29 and 1931-32.

13. The cost of direction has risen during the five years from Rs. 1,24,347 to Rs. 1,26,249 and that of inspection from Rs. 8,17,164 to Rs. 8,63,968; in 1930-31 the figures were Rs. 1,41,747 and Rs. 9,19,387, respectively, but since then the post of primary education officer has been left vacant and the reduction of pay already mentioned has come into operation. In 1926-27 direction and inspection together accounted for 7·7 per cent of the total expenditure from public funds; in 1931-32 the percentage was 9·2.

14. The strength of the inspecting staff is shown in the following table:—

Class of officers.	1926-27	1931-32.
Inspectors, including the inspector of schools in Angul	6	6
Inspectress	...	1
District inspectresses	9	9
District inspectors (gazetted)	20	20
Deputy inspectors (non-gazetted) ...	39	40
Sub-inspectors and assistant sub-inspectors ...	249	248
Superintendents of Sanskrit and Islamic Studies	2	2
Assistant superintendents of Sanskrit Studies	2	2
Inspectors of students' residences ...	2	2
Lady superintendents of *atus* ...	2	2
Inspecting *maulavis*	21	24
Inspectors of physical education ...	2	...
Inspector of schools for the depressed classes	...	1
	354	**357**

The new post of special officer for primary and girls' education, created in August 1930, but held in abeyance since July 1931, is mentioned in Chapter VIII. The creation of this post greatly reduced the strain on the Deputy Director and was of value owing particularly to the opportunities which the special officer had of getting into direct touch with the authorities in charge of local bodies. Miss Dawson, the Deputy Directress of Public Instruction, left India in July 1930 on leave preparatory to retirement and her post was then replaced by one of inspectress : another change of name is that from " assistant inspectresses" to " district inspectresses ". The number of deputy inspectors rose by one and that of sub-inspectors was reduced by one owing to a reorganization of the inspecting staff in the Santal Parganas. The post of the lady superintendent of Hindu *atus* was made permanent in 1929. The number of inspecting *maulavis* was raised during the five years from 21 to 24, two new appointments being made in Chota Nagpur and one in Bhagalpur. A third post of inspector of physical education was created in the year

1928-29, but last year these posts were replaced by five posts of physical instructors, one to be attached to each of the secondary training schools. Five special inspecting officers for schools for the depressed classes, i.e. one senior officer for Orissa, one junior officer for Patna and Tirhut and one for each of the three remaining divisions, were appointed in the year 1927-28. The four junior posts were abolished in March 1932 as a measure of economy but have since been revived.

15. The work of the inspectors of schools continues heavy in spite of the delegation of powers to subordinate officers made in the year 1925. It has been found necessary to strengthen each of the inspectors' offices again by the appointment of an additional clerk, and they have each been given a second probationer also. An experiment tried in the year 1928-29, of placing certain district inspectors under the immediate control of the Director, proved a failure and was terminated in the following year.

16. The deputy inspectors so far appointed are all stationed in outlying subdivisions. There is a demand for the appointment of similar officers at *sadr* headquarters also, so that the *sadr* local boards also may have educational advisers of their own. I am still not satisfied that the additional posts are really required. Sanction has been accorded to the appointment of deputy inspectors at Bargarh in Sambalpur and at Khunti and Simdega in Ranchi, but the appointments have been deferred for want of funds.

17. The number of sub-inspectors is still inadequate. Government have fixed a standard of one sub-inspector for 100 managed, aided and stipendiary schools and one for 200 unaided schools, subject to the proviso that the total number of officers in any district shall not exceed that which will be required when the district programme is complete. On this basis sanction has been given to the creation of posts for 13 more sub-inspectors, but these posts also are being kept in abeyance for financial reasons. At present each officer has on an average 124 schools under his control in Patna, 118 in Tirhut and Orissa, 107 in Bhagalpur, 93 in Chota Nagpur and 74 in Angul. The fall in the number of schools has made the figures less unsatisfactory than those recorded five years ago.

18. Some progress has been made in constructing quarters for those deputy inspectors and sub-inspectors who are posted at places where suitable rented accommodation is not forthcoming, but much more still requires to be done in this direction. The number of sets of quarters so far built or sanctioned is 44.

19. The necessity of employing a larger staff for the inspection of Sanskrit schools is urged in the report of the committee on Sanskrit education, which is mentioned in Chapter IX, and Government have decided that special sub-inspectors should be appointed for the purpose as soon as funds are available.

20. Few instances of friction between the officers of the department and the local bodies were reported during the five years. It must not

however, be assumed from this that the present position is satisfactory. My experience is that those district and deputy inspectors who are most honest and straightforward in telling the boards what they believe to be right command the greatest respect and influence, but that many officers of this class endeavour to secure the appearance of harmony by making only those recommendations which are likely to be accepted and by ignoring cases in which their opinion is not obtained, though it should have been. In the chapter dealing with primary education I shall give instances of the unsatisfactory work of the boards. These need not be set forth again here, but it is important for the officers of the department to remember that they are neglecting their duty if they acquiesce without protest in decisions which they believe to be wrong and merely complain at the end of the year that they are ceasing to exercise any control and that their opinions are either not asked or ignored. I should add that it appears from the reports that it is the local boards, rather than the district boards, which tend to ignore both the rules and the advice of departmental officers and are responsible for such blatant instances of mismanagement as the transfer of a teacher five, six or seven times in a month or even in a fortnight. Often, too, it is the chairman or vice-chairman only who is to blame, both the board and its education committee being neglected. The position of the department with reference to union boards is difficult also, since there are no educational officers on these boards nor have the boards education committees.

21. All the reports speak of the assistance received from executive officers. I am not, however, sure that all inspecting officers consult the local executive officers as they should do when difficulties arise with local bodies.

22. Statistics as to the work of the different Missions will be found in Appendix III. During the five years the number of institutions maintained by Missions fell from 950 to 941, but that of their pupils has risen from 35,977 to 42,175. The expenditure from Mission funds has risen from Rs. 3,27,731 to Rs. 3,68,495, and that from public funds from Rs. 3,23,449 to Rs. 3,51,714. It is interesting to note that during the five years the number of schools maintained by the Gossner Evangelical Lutheran Mission has fallen by 106 : that Mission has had specially serious financial difficulties and has handed over most of its schools to the care of the Ranchi district board. The number of schools maintained by the United Free Church of Scotland has fallen by 26 and that of schools maintained by the S. P. G. has fallen by 16 : on the other hand the Jesuit Fathers have now 547 schools against 408 five years ago.

23. The Mission schools do invaluable work, especially among the more backward classes of the community. One of the inspectors pays them the following tribute :—

A visit to the S. P. G. Mission stations of Murhu or Kamdara or to any of the Roman Catholic stations in the *mufassal* is an inspiration. To find oneself, when miles away from the beaten track, suddenly confronted by a Church capable of holding 2,000 people, by fine, large, airy school buildings full of bright young life, both boys and girls, and by an atmosphere of orderliness and peace is an experience never to be forgotten.

CHAPTER III.

The Educational Staff.

24. The strength and pay of the different educational services are summarized below :—

	Number of officers.				Remarks.
	Europeans or Anglo-Indians.	Indians.	Total.	Average pay.	
1	2	3	4	5	6
Indian Educational Service.	12	9	21	Rs. 1624·3	Includes the post of Director.
Bihar and Orissa Educational Service.	2	187	189	385·6	Excludes 5 posts in abeyance.
Subordinate Educational Service.	2	682	684	99·3	
Vernacular Teachers' Service, ministerial service, and unclassified posts.	2	915	917	62·9	

25. The number of posts in the Indian Educational Service on 1st April 1927 was 32 for men, including the post of Director, and four for women. The number of posts for men has now been reduced to 24, including the post of Director, and all the posts for women have disappeared. The reduction in the number of posts for men is due to the abolition of professorships of economics and English in the Ravenshaw College, of history in the Patna and Ravenshaw Colleges, and of mathematics in the Science College, of the headmasterships of the Bhagalpur and Muzaffarpur zila schools and of the post of Agency Inspector. The posts for women that have disappeared are those of the Deputy Directress and of the lady principals of the Bankipore and Ravenshaw girls' schools and of the Badshah Nawab Razvi Training College. Of the posts for men, three are vacant, one is held by an officer

on foreign service outside the province, and one by an officer on leave preparatory to retirement. Of the ten vacancies which have occurred during the five years, five are due to death and five to retirement. Of the twelve posts which have been abolished, nine have been replaced by posts in class I of the Bihar and Orissa Educational Service and three, the headmasterships and the posts of Agency Inspector, by posts in class II of that service.

26. A new class I of the Bihar and Orissa Educational Service has been constituted with effect from 1st April 1930 to take the place of the Indian Educational Service as the latter gradually disappears. The pay of the men's branch of the service is Rs. 360—$\frac{40}{2}$—600—$\frac{50}{1}$—1,250 with an efficiency bar at Rs. 600 and that of the women's branch Rs. 325—15—475—25—800 with an efficiency bar at Rs. 475. In the case of the men's branch provision is made that the pay shall be regulated by age up to a maximum of thirty years : for instance, a person appointed at the age of twenty-nine years or more draws an initial salary of Rs. 440. With the creation of the new class I, the old Bihar and Orissa Educational Service has been renamed class II and the old junior branch of the service class III.

27. The total number of posts in class I of the Bihar and Orissa Educational Service (excluding the post of Director, which is outside the cadre), is 42 for men and 4 for women : this was the number when the service was first created, but since then the post of Agency Inspector has been transferred to class II, a new post of special officer in charge of primary and girls' education has been sanctioned, and the post of Deputy Directress has been replaced by a post of inspectress. Of the 46 posts, 20 must be kept in abeyance so long as there are 20 officers in the Indian Educational Service ; two are held by officers recruited on special terms ; twelve , including three posts for women, have been filled by the appointment of officers to class I ; the others are either being held temporarily by officers in class II or are in abeyance.

28. With the constitution of the new class I the pay of what had been called the senior branch of the Bihar and Orissa Educational Service, now called class II, was revised and fixed at Rs. 250—$\frac{40}{2}$—450—$\frac{50}{4}$—550—$\frac{50}{1}$—600—$\frac{40}{1}$—800, with an efficiency bar at Rs. 550, the former selection grade being abolished. Government have retained the right of appointing officers possessing superior qualifications to a special scale of Rs. 350—$\frac{50}{4}$—450—$\frac{50}{2}$—550—$\frac{50}{1}$—600—$\frac{40}{1}$—800, with an efficiency bar at Rs. 550, but on account of the financial stringency no appointments are being made to that scale at present.

29. The number of posts in the women's branch of class II of the Bihar and Orissa Educational Service has remained ten throughout the five years. In the men's branch of class II and in class III together the number of posts has risen from 145 to 168, in addition to four temporary appointments created to carry on the work of posts now included in class I, but not yet filled by members of that class. Five of the posts at Government colleges have been kept in abeyance owing to the financial

stringency. Details of the changes are as follows :—

Posts added.	*Posts abolished.*
11 posts at the Science College.	1 post at the Ravenshaw College.
2 posts at Patna College.	
1 post at the Greer Bhumihar Brahman College.	1 post of cataloguer at the Oriental Public Library.
1 post at the Ravenshaw College.	
5 headmasterships of Government high schools.	1 post at the Cuttack Training College.
2 temporary posts of "masters" in the Ranchi zila school.	
1 post at the Cuttack Training College.	
1 post of Superintendent of Sanskrit Studies.	
1 post of Agency Inspector.	
1 temporary lecturership in primary education at the Patna Training College.	
26	3

30. The number of posts in the Subordinate Educational Service rose during the five years from 632 to 684. Of these, 108 are in the upper division and 576 in the lower division. The changes are as follows :—

Posts added.	*Posts abolished.*
2 posts of lecturer for the Ravenshaw girls' school.	4 posts at the Bihar College of Engineering.
1 post of headmistress for the women's training class at Gaya.	1 post at the Ravenshaw girls' school.
33 posts for strengthening the staffs of Government high schools for boys.	
6 posts to enable qualified drawing masters to be employed at Government high schools and the Cuttack training school.	
1 post of drawing master and librarian at the Patna Training College.	
8 posts at the Science College.	
4 posts for a deputy inspector and for three sub-inspectors in place of ungraded posts.	
2 posts for strengthening the staffs of Government high schools for girls.	
57	5

31. It was decided last year that holders of the master's degree appointed to the Subordinate Educational Service after the end of the year

1932, and persons already in the service who obtain their master's degree after that year, should not be entitled to the special scales of pay hitherto allowed to persons with that qualification. The change has become necessary owing to the steady increase in the number of persons who take the higher degree, many of whom take it only in the third class or in subjects which are not directly connected with work in schools.

32. The strength of the Vernacular Teachers' Service has risen during the five years from 359 to 360. The changes are as follows :—

Posts added.	*Posts abolished.*
15 posts for strengthening the staffs of Government high schools.	6 posts of drawing masters replaced by posts in the Subordinate Educational Service.
1 post for the Sambalpur girls' school in place of an ungraded post.	5 posts on account of the transfer of the Hiranpur middle vernacular school to the control of the district committee.
2 posts for the women's training class at Gaya.	4 posts on account of the closure of elementary training schools.
3 posts for strengthening the staffs of Government girls' schools.	1 post at the Ranchi zila school in connection with the opening of I.A. classes there.
	1 post at a Government high school replaced by a post in the Subordinate Educational Service.
	3 posts at the Hazaribagh Reformatory School.
21	20

33. The special scale of pay of Rs. 45—$\frac{3}{2}$—75 sanctioned during the year 1926-27 for trained women matriculates in the Vernacular Teachers' Service was replaced by a scale of Rs. 60—$\frac{3}{2}$—90 during the following year and a further special scale of Rs. 40—$\frac{3}{2}$—70 was sanctioned during the year 1928-29 for women matriculates and trained women non-matriculates. During the year 1930-31 it was decided that male teachers who have been trained at a secondary training school and have passed the intermediate examination should be allowed to draw an initial pay of Rs. 45.

34. The number of ungraded posts, which are to be absorbed in the Subordinate Educational Service when the present holders retire or qualify themselves for promotion, fell during the five years from 25 to 22.

35. The pay of the ministerial staff of the department was not altered during the five years. There are now 14 posts in grade I, 35 in grade II, 24 in grade III and 133 in grade IV. These figures exclude a typist on Rs. 40—2—60 at the Hazaribagh Reformatory School, and eleven probationers on Rs. 20 each, five of whom hold only temporary posts. A scheme for raising the pay of the clerks in single-clerk offices, where the prospects of promotion are not so good as in larger offices, has been sanctioned and is awaiting funds.

36. The following table gives details as to the average pay of teachers in public institutions not managed by Government:—

Nature of employment.	In colleges.				In secondary schools.				In primary schools.				In special schools.			
	Number of teachers.	Total monthly pay.	Average in 1931-32.	Average in 1926-27.	Number of teachers.	Total monthly pay.	Average in 1931-32.	Average in 1926-27.	Number of teachers.	Total monthly pay.	Average in 1931-32.	Average in 1926-27.	Number of teachers.	Total monthly pay.	Average in 1931-32.	Average in 1926-27.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.
Board schools ...	...	...	...	...	1,815	52,094	28·7	26·6	7,243	80,273	11·1	12·8	...	...	...	...
Municipal schools ...	...	...	...	...	89	2,525	28·4	31·5	936	16,821	15·9	18·0	...	...	...	...
Privately-managed colleges and schools.	89	23,094	259·5	224·7	4,398	1,67,542	38·1	37·9	27,123	2,49,303	9·2	10·0	741	34,785	46·9	55·6
Total ...	**89**	**23,094**	**259·5**	**224·7**	**6,302**	**2,22,161**	**35·3**	**35·0**	**35,362**	**3,46,697**	**9·8**	**10·5**	**741**	**34,785**	**46·9**	**55·6**

37. The increase of Rs. 34·8 in the average pay of a college teacher during the five years is noticeable, especially since there was also an increase of Rs. 43·1 in the preceding five years: the improvement is due to the incremental scales of pay sanctioned in the year 1926-27. The figures for secondary schools show little change. The fall at primary schools is a sign that many local bodies, realizing the necessity for making their budgets balance, have preferred to effect the necessary saving, at any rate in part, by reducing the pay of the teachers. Whether the alternative of having fewer schools with better paid teachers would not have been preferable is a matter of doubt.

38. The provident fund established in the year 1924 for the benefit of teachers in aided high, middle and training schools continues to be much appreciated. The number of teachers now contributing to this and similar funds is 7,077 against 4,689 five years ago.

39. The pay of teachers in privately-managed schools continues to be much less than that of teachers in Government schools: for secondary schools the averages are Rs. 38·1 and Rs. 101, respectively, but these figures do not furnish an accurate basis for comparison, because the privately-managed schools include a much larger proportion of middle schools. The minima prescribed by the grant-in-aid rules for teachers of different types were explained in the last quinquennial review and have not been altered since then. Few of the teachers in privately-managed schools enter into any formal agreement at the time of their appointment: some of them execute undertakings to continue in their posts for a fixed period of a year or more, but these undertakings are not always observed. In a later chapter mention is made of a new rule framed by the Board of Secondary Education to enable it to interfere in cases where the divisional inspector considers that a teacher has been wrongly discharged. One of the inspectors writes:—

> Teachers of aided schools as a whole do not take a very exalted view of their duties and responsibilities and the betterment of their conditions of service and their prospects lies largely in their own hands. When they themselves begin to conceive their work as being as important and difficult as that of a doctor or lawyer, and therefore requiring long training and constant effort, there will be some hope for their future rise in the social and economic scales.

CHAPTER IV.

Patna University.*

40. The number of students under the University has increased and the facilities for instruction have been extended by the admission of colleges in new subjects. The influence of the University has also increased through the constitution of a Selection Board for the appointment of college teachers with the Vice-Chancellor as its President.

41. Two private Bills were introduced in the Legislative Council, one in the year 1928-29 and one in the year 1931-32, with the object of

*Contributed by the Registrar.

making the University, which has always been purely federal, a combined teaching and affiliating University. The first was rejected and the second was withdrawn when a further Bill drafted by the Vice-Chancellor and amended by the Senate was put forward as a Government measure in the Legislative Council in February last. This Bill has since been passed into law. It secures a larger number of places for non-teachers on the Senate and Syndicate and gives the University a Central Board to arrange for inter-collegiate lectures and to promote the health, general welfare and corporate life of its students, without changing its federal character.

42. Almost every college has had one or more important buildings completed during the quinquennium. The Science College was opened in 1927-28 and a new building for the Patna Training College was completed in the same year. There have been extensions at Patna College, the Patna Law College, the Greer Bhumihar Brahman College and the Prince of Wales Medical College. The Bihar National College has now got a fine Arts Block and a commodious hostel. A building has been constructed for the University office and the old hall of the Patna Collegiate school has been converted into a University Library.

43. Dr. Sir Saiyid Sultan Ahmad, Kt., D.L., Bar.-at-Law, who took over charge as the first honorary Vice-Chancellor of the University on the 15th October 1923, was re-appointed on three successive occasions and continued to hold office till the 12th November 1930. The Hon'ble Mr. Justice T. S. Macpherson, C.I.E., I.C.S., succeeded him as the second honorary Vice-Chancellor on the 13th November 1930.

44. During the period under review the degree of Doctor of Law, *honoris causa*, was conferred upon Sir Saiyid Sultan Ahmad, ex-Vice-Chancellor, and on His Excellency Sir Hugh Lansdown Stephenson, K. C. S. I., K. C. I. E., I.C.S., the Chancellor.

45. Among the new arrangements made for higher education, Patna College has been admitted to the M. A. standard in philosophy; the Patna Training College to a degree standard; the T. N. J. College to the honours standard in history and philosophy, and the Ravenshaw College to the Honours standard in physics, chemistry and botany. The T. N. J. College has also provided for the teaching of Hindi and economics at the I.A. stage.

46. The Patna Training College trains students both for a degree and for a diploma in education. The diploma course has now two branches, a primary branch and a secondary branch. The former trains candidates for appointment as sub-inspectors of schools and the latter is intended for teachers of secondary schools. The Training College at Cuttack teaches for the secondary diploma only.

47. The medical degrees of the University have received recognition by the examining Board in England until 1st June 1933, when an application for renewal of recognition will be considered.

48. Our curricula have been extended by the inclusion of music and domestic science as subjects for the matriculation examination; of

psychology, music and domestic science as subjects for the intermediate examination in Arts; and of pharmacology and therapeutics as a distinct subject for Part I of the Final M. B., B. S. examination.

49. The privilege of appearing at the matriculation examination of this University as private candidates has been extended to students of the Raj Kumar College at Raipur. Also candidates passing the final examination of the Indian Mercantile Marine Training ship "Dufferin" are now eligible to join the first-year class of a college of this University, provided that they pass the matriculation examination in a vernacular.

50. Four University research scholarships of the value of Rs. 75 each a month have been founded for the encouragement of post-graduate studies.

51. The number of approved high schools, which can present candidates at the matriculation examination, has increased. The figures for the five years 1927—32 are 145, 148, 154, 161 and 171.

52. The number of candidates who have entered for the matriculation examination (annual and supplementary) has fluctuated. The statement below gives the figures:

Year.	Annual.		Supplementary.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
1	2	3	4	5
1928	2,518	1,134	1,393	385
1929	2,885	1,318	1,852	587
1930	2,729	1,469	1,446	517
1931	3,234	1,364	1,499	441
1932	3,817	1,416	(held after the close of the period under report.)	

53. The fall in the percentage of successful students towards the end of the quinquennium is marked and may perhaps be attributed partly to the political excitement prevailing in the country, which adversely affected the efficiency of the high schools. Lack of care in sending up candidates is a further reason for the fall. The largest number of failures was in English. The use of the vernacular as an optional medium of

instruction and examination in history and geography seems to have contributed in no small measure to the poor standard of knowledge in English.

54. The number of colleges teaching up to the degree standard in Arts and Science rose from six to seven with the opening of the Science College. Besides these, there are still two training colleges, one teaching up to the degree standard and the other teaching up to the diploma standard. There is one medical college and one engineering college as before. The number of intermediate colleges remains two, excluding the Ranchi zila school and Ravenshaw girls' school, each of which has intermediate classes attached to it. Five years ago the Patna Collegiate school had such classes also, but they were closed when the Science College was opened. The figures for students in colleges for the five years under review are 4,817, 4,948, 4,869, 4,547, and 4,739, respectively.

55. Statements are given below showing the number of candidates registered for the several examinations and the number of passes at them :—

Name of examination.	1928.		1929.		1930.		1931.		1932.	
	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
Annual Examination.										
I. A.	650	234	797	317	663	275	637	304	722	267
I. Sc.	260	108	319	138	345	141	223	142	356	135
B. A.	546	212	529	195	540	240	527	241	472	170
B. Sc.	64	23	60	31	64	32	44	21	53	22
M. A.	55	44	86	69	89	65	80	61	...	...
M. Sc.	9	5	10	7	18	6	19	8	...	...
Diploma in education ...	73	57	72	53	77	57	83	62	102	77
B. Ed.	4	4	4	3	2	..	2	1	4	3
Preliminary B. L. ...	156	112	175	84	236	92	244	76	217	61
Final B. L.	129	117	111	90	86	35	131	95	121	27
First M.B., B.S.	40	27	40	32	38	25	38	33	...	...
Second M.B., B.S. ...	32	26	32	20	38	26	39	24	...	...
Final M.B., B.S.	24	13	19	9	44	25	45	24	...	..
I.C.E.	30	25	23	23	25	22	24	19	32	30
B.C.E....	10	9	20	12	31	17	33	30	22	19

Name of examination.	1928.		1929.		1930.		1931.		1932.	
	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
Supplementary Examination										
I A.	508	194	544	204	400	125	425	149	...	...
I.Sc.	162	55	212	58	193	65	201	58	...	...
B.A	384	186	382	145	197	103	332	78	...	...
B.Sc.	32	13	38	14	35	12	30	10	...	...
First M.B., B.S.	12	8	13	12	8	8	13	13	5	5
Second M.B., B.S. ...	59	38	63	36	74	44	86	48	86	53
Final M.B., B.S. ...	43	23	27	12	46	23	52	22	61	31
Preliminary B.L. ...	181	108	221	125	205	81	216	93	...	...
Final B. L.	177	123	153	151	158	94	127	65	...	...

NOTE.—In the above tables the Law examinations held in January have been shown as "annual" and those held in July as "supplementary".

56. The statement below gives figures for the candidates who have taken advantage of the compartmental system of examination during the period under review :—

Name of examination.	1928.		1929.		1930.		1931.		1932.	
	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.	Appeared.	Successful.
1	2	3	4	5	6	7	8	9	10	11
Annual examinations.										
I. A.	...	...	12	8	18	16	...	...	...	...
I. Sc.	1	1	1	1	8	3	6	5	3	1
B. A.	...	...	2	2	2	2	...	...	...	...
B. Sc.	...	...	1	1	...	...	...	...	1	...
Supplementary examinations.										
I. A.	...	...	12	11	6	5	..	..	...	...
I. Sc.	10	10	6	6	14	6	3	2	...	..
B. A.	...	...	2	2	1	...	...	...	...	...
B. Sc.	...	..	3	2	1	1	1	1	...	...

57. The library has been considerably improved. It now contains about 12,627 volumes on Arts and Science subjects. The Bayley Memorial Collection has been accommodated in the University library and is available to the public.

58. The financial position of the University so far has been satisfactory and unless the number of examinees decreases owing to the economic depression or to any other cause there seems no room for anxiety about it in the near future. The University gave up last year the Government grant of Rs. 1,000 formerly given to cover the travelling expenses of the Vice-Chancellor, and Government have further decided to retrench their annual grant for establishment, which is only Rs. 20,000, by 10 per cent with effect from the year 1932-33. Steps have been taken to make up this loss of income by a temporary reduction in the salaries of the staff and by a revision of the rates of travelling allowance payable to the members of the University Bodies. The capital sum required to pay the research scholarships already mentioned has been separated from the reserve fund, which now consists of 3½ per cent Government paper of the face value of Rs. 1,48,800. Over and above this the closing balance at the end of the calendar year 1931 was Rs. 19,918.

59. Of public benefactions to the University the most important is the endowment of a lakh of rupees given by the Hon'ble Sir Ganesh Datta Singh, Minister of Local Self-Government, to provide loan scholarships for the prosecution of higher studies either in India or abroad in medicine, or, failing suitable medical candidates, in science. Other endowments provide for a Harendranath Manorama Mitra scholarship, a Coutts Medal for midwifery, an I. N. Chandra Medal for proficiency in Bengali at the matriculation examination and a Rabindranath Medal for proficiency in science at the B. Sc. examination.

60. During the last five years the University was called upon to elect a representative to the Legislative Council on three occasions. The number of electors who exercised the right to vote on each occasion was 302.

61. The all-India Oriental Congress, the Indian Philosophical Congress and the Indian Historical Records Commission met at Patna during the quinquennium, and the annual meeting of the Inter-University Board was held there in February 1929.

62. The University continued to contribute Rs. 1,000 annually to the Inter-University Board, India, which is an important channel for the interchange of educational ideas among the Indian Universities and between them and foreign Universities.

63. The number of different enquiries dealt with by the University Students' Information Bureau was 28, 39, 78, 68 and 71, respectively, during the past five years. The Bureau is maintained at an annual cost of Rs. 1,500 which is met by Government.

64. The examination results given by the Registrar above relate to the calendar years and to all the candidates who appear at the examinations. The departmental figures are prepared by financial years and exclude, at the matriculation stage, schools in the Orissa States and candidates therefrom. Calculated in this way the totals are as follows :—

Serial number.	Name of examination.	1927-28.			1928-29.		
		Number of candidates.		Percentage of successful candidates.	Number of candidates.		Percentage of successful candidates.
		Sent up.	Passed.		Sent up.	Passed.	
1	2	3	4	5	6	7	8
1	Matriculation	3,760	1,557	41·9	4,159	1,637	39·4
2	S. I. C.	88	38	43·19	120	48	40
3	I. A.	1,170	427	36·49	1 327	540	40·7
4	B. A. (Pass)	782	278	35·5	803	321	40
5	B. A. (Honours)	118	50	42·3	112	56	50
6	M. A.	56	37	66·07	64	44	68·75
7	I. Sc.	384	143	37·2	491	201	40·9
8	B. Sc. (Pass)	91	27	29·6	91	40	44
9	B. Sc. (Honours)	9	4	44 4	10	4	40
10	M. Sc.	6	4	66·6	10	6	60
11	Preliminary B. L.	396	263	66·41	426	203	47 7
12	Final B. L.	352	257	73·01	314	212	67·5
13	M. L.	3	...	...	...	...	...
14	I. C. E.	22	13	59·09	53	48	90·6
15	B. C. E.	...	...	...	30	20	66·6
16	First M. B., B. S.	48	34	70·83	53	37	69·8
17	Second M. B., B. S.	103	65	63·1	95	62	65 3
18	Final M. B., B. S.	37	18	48·6	51	25	49·02
19	M. D.	...	...	...	2	...	...
20	L. T.	9	4	44·44	...	...	...
21	Diploma in Education	57	46	80·7	73	57	78·08
22	B. Ed.	13	6	46·15	4	4	100

* These examinations were held just after the close
appear in the General Tables for 1931-32 and those for

1929-30.			1930-31.			1931-32.			Remarks.
Number of candidates.		Percentage of successful candidates.	Number of candidates.		Percentage of successful candidates.	Number of candidates.		Percentage of successful candidates.	
Sent up.	Passed.		Sent up.	Passed.		Sent up.	Passed.		
9	10	11	12	13	14	15	16	17	18
4,465	1,986	44·5	4,600	1,818	39·5	5,342	1,782	33·4	
93	34	36·6	74	28	37·8	78	38	48·7	
1,216	481	39·6	1,053	436	41·4	1,199	426	35·5	
799	312	39·05	706	267	37·8	735	195	26·5	
134	69	51·5	151	72	47·7	113	50	44·2	
106	69	65·09	118	65	55·08	108	61	56·5	
557	196	35·2	530	204	38·5	584	191	32·7	
90	40	44·4	69	28	40·6	66	18	27·3	
13	6	46·2	13	5	38·5	21	13	61·9	
14	7	50	24	6	25	22	7	31·8	
524	217	41·4	535	157	29·3	512	154	30·08	
273	185	67·8	326	189	58	290	92	31·7	
...	...	...	...	...	...	...	...	...	
25	22	88	24	19	79·2	32	30	93·75	
31	17	54·8	33	30	90·9	22	19	86·4	
48	40	83·3	51	38	74·5	43	38	88·4	
107	64	59·8	129	74	57·4	126	77	61·1	
68	32	47·06	102	47	46·08	116	55	47·4	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
148	110	74·3	83*	60	72·3*	102*	78*	76·5*	
6	2	33·3	2*	1*	50*	4*	3*	75*	

of the years. The figures for 1930-31
1931-32 will appear in the General Tables for 1932-33.

CHAPTER V

Arts Colleges.

65. In dealing with this subject five years ago I indicated the following as some of the outstanding problems :—

(1) The relation between the University and its colleges.

(2) The value of the high school with intermediate classes attached to it.

(3) The supplementary examinations.

(4) The disturbing effect on post-graduate work in arts and science of the reduction of the B. L. course from three years to two.

66. The position as regards the first of these problems five years ago was that Government had under consideration a report from the University which was thus summarized by the Registrar :—

(*a*) A complete unitary system of administration and teaching is the best where practicable, but for obvious reasons the college must remain the unit at Patna for administrative purposes.

(*b*) The Governing Bodies of the colleges should be retained with their present constitutions and powers except that the ordinary members should be nominated and appointed by the Syndicate.

(*c*) There should be subordinate to the Syndicate a Central University Board (*i*) to arrange for inter-collegiate lectures and classes, (*ii*) to exercise general disciplinary control over the students in the internal colleges, (i.e., the colleges at Patna) and (*iii*) to promote the corporate life of the students of the internal colleges.

(*d*) Subject only to the veto of the Chancellor all new appointments to sanctioned posts of demonstrators, lecturers and professors at the internal colleges should be made by the Syndicate on the advice of a selection committee.

It will be seen that the proposals made by the University would have given it special powers over the colleges at Patna, so that the University would have ceased to be purely federal and would have taken upon itself the partly federal, partly teaching character contemplated by the Patna University Act. In October 1927, Government explained to the University the decisions which they had provisionally reached. The recommendations of the Senate that the college must remain the unit for administrative purposes, and that a completely unitary system of administration and teaching was impossible in the conditions obtaining at Patna, were accepted, as was a further recommendation that the Senate and Syndicate should be retained and should not be replaced by a General Court with Executive and Academic Councils. The proposal that the University should have control over the teaching staff of the Government colleges

at Patna was not approved owing to various difficulties which were explained and the University was asked whether in view of these difficulties it concurred with the view of Government and, if so, to consider what changes were none the less necessary in the Patna University Act. The Senate considered the reply from Government in March 1928 but the discussion was infructuous. In the same year a private Bill, designed to make the University partly federal and partly teaching, was introduced into the Legislative Council. The Senate appointed a large committee to examine the Bill and in February 1929 a special meeting of the Senate was held to consider the committee's report. The resolution passed was that it was not desirable that the Bill should be proceeded with further, but that it was desirable that Government should themselves introduce another Bill keeping in view the report of the Senate's Committee. A few days later the Legislative Council rejected a motion to refer the Bill to a Select Committee.

67. The ground being thus cleared, Government communicated to the University at the beginning of the year 1929-30 their final decisions regarding the control of the colleges at Patna. The following were the principal points :—

(1) It is not practicable at the present time to agree to the proposal that as vacancies occur in the colleges at Patna they should be filled not by appointments made by Government to a Government service but by appointments made by the University to a University service. With a view, however, to giving the University an important part in the selection of candidates for college appointments a permanent board of selection will be constituted as follows for appointments in all the Government colleges under the control of the Ministry of Education :—

(*i*) The Vice-Chancellor.....President.

(*ii*) The Director of Public Instruction (or the Director of Industries for the Bihar College of Engineering).....Member and Secretary.

(*iii*) One member who is not a teacher (to be appointed after consultation with the Syndicate).

(*iv* & *v*) Two experts in the subject concerned of whom one at least must be a member of the staff of one of the colleges in Bihar and Orissa (to be appointed after consultation with the Syndicate).

(2) Government agree to the constitution of the proposed Central University Board, which should consist of the Vice-Chancellor, the heads of all the internal colleges and two representatives of the Governing Body of each internal college, one representing the staff and one representing the public. It should control inter-collegiate teaching and non-collegiate hostels and the discipline and corporate life of the students in general.

(3) Government accept the proposal that the constitution of the Syndicate should be fixed by law as follows :—

The Vice-Chancellor, *ex-officio*.

Ten teachers, including in that category the Director of Public Instruction.

Seven non-teachers.

68. The Selection Board mentioned above has been duly constituted. The proposal for a Central University Board could have been effected by an amendment of the Regulations, but no steps were taken by the University in that direction during the year 1929-30 or 1930-31 nor did Government during these years take action on the recommendation of the University that a Government Bill should be introduced to amend the Patna University Act. The matter therefore rested until the introduction during the year 1931-32 of the private Bill mentioned in Chapters I and IV and its withdrawal in favour of the Government Bill which deals with both the points. The working of the new Central Board will be watched with interest and it is too early as yet to say whether the innovation, from which much is hoped will prove really valuable.

69. The second of the points enumerated at the beginning of this chapter relates to the value of high schools with intermediate classes. This point has not been fully discussed during the five years nor has the number of such institutions increased : indeed it has fallen by one owing to the return of the I. A. classes from New College to Patna College. The general feeling seems to be that these institutions are never likely to be very successful because the best students will always, if they can, join first grade colleges at the first year stage : on the other hand there may be cases where local endowments or pressure on the accommodation at the first grade colleges render second grade colleges necessary.

70. The third point which I mentioned was the disturbing effect of the supplementary examinations which were bringing into the colleges, some weeks after the session had begun, large numbers of fresh students, many of them definitely inferior in calibre to those who had joined at the beginning of the session. This problem was tackled by the University in the year 1929-30 and it was decided to restrict the scope of the supplementary examinations. In future only the following classes of students will be admitted to these examinations :—

(*i*) Candidates who were sent up for the annual examination, but for some sufficient cause (certified as such by the head of the institution at which they last studied) were unable to appear.

(*ii*) Candidates who failed at the annual examination by reason of failing in the aggregate only.

(*iii*) Candidates who failed at the annual examination in one subject only.

(*iv*) Candidates who failed in two subjects only at the annual examination, but who passed in the aggregate.

The first set of supplementary examinations under the new regulations was held this June and it is therefore too early to say how far the change has proved successful. That it is a change in the right direction there can be no doubt.

71. The difficulty caused by the reduction of the length of the B. L. course from three years to two has been solved by the decision, mentioned in the next chapter, that for those students who combine law with a post-graduate course in arts or science the period of study should be three years.

72. Before turning to the individual colleges it may be of interest to deal with certain points which affect the colleges generally—

(1) During the five years the cost of the colleges has risen roughly by Rs. 2,31,000, of which Rs. 2,00,000 comes from provincial revenues and Rs. 31,000 from fees. The fees charged are as follows :—

(*a*) In I. A. classes Rs. 6 a month, except at the Diamond Jubilee and Nalanda Colleges where the rate is Rs. 5 and at the Ravenshaw girls' school where it is Rs. 3. At St. Columba's College I. A. students taking chemistry are charged Rs. 7.

(*b*) In I. Sc. classes Rs. 7 a month, except at the Bihar National College where the rate is Rs. 6 and at St. Columba's College where it is Rs. 8.

(*c*) In B. A. classes Rs. 7 a month, with an extra Re. 1 for honours at Patna College and the Tej Narayan Jubilee College and an extra Rs. 2 for honours at St. Columba's College.

(*d*) In B. Sc. classes Rs. 8 a month, except at the Bihar National College where it is Rs. 7. An extra Re. 1 is charged for honours at the Science College and the Tej Narayan Jubilee College.

(*e*) In M. A. classes and in M. Sc. classes in mathematics Rs. 10 a month and in other M. Sc. classes Rs. 11.

In the present financial stringency it would seem that either the growth in the cost of the colleges will have to be checked or the fees will have to be raised. Last year substantial efforts were made in the former direction, posts being kept vacant whenever this could be done without serious loss of efficiency and the grants for contingent expenditure of all kinds being severely pruned.

(2) The colleges have suffered very little from the political unrest of the last few years. There has of course been occasional excitement and attempts at picketing have occurred at the Ravenshaw College, the Tej Narayan Jubilee College and the Diamond Jubilee College, but in no case has there been substantial interference with work. It has become plain that neither the people of the province generally, nor the students

themselves, wish the work of the colleges and schools to be interrupted, and so long as this is the case prolonged trouble is unlikely.

(3) The Patna University Corps continues to function. Of late the numbers have shown a tendency to keep low (at the end of the year, for instance, Patna College had only 18 members enrolled) but the efficiency has probably improved in consequence.

(4) A system of medical inspection has been introduced. This will be described in Chapter XX.

(5) A beginning has been made with co-education in colleges, the number of girl students in the men's colleges having been six in 1930-31 and four last year.

73. To return to statistics, there are still 11 colleges affiliated to the University in arts or science as there were five years ago. The only change in this respect is that the number of first grade colleges rose from 6 to 7 in July 1927 when the arts and science departments of Patna College were made into two separate colleges, the number of second grade colleges falling at the same time from 5 to 4 because the intermediate classes formerly attached to the Patna Collegiate school (then called New College) became once more part of Patna College. The total enrolment also has varied within narrow limits. Five years ago the total was 3,474 : it rose steadily to 3,763 in 1929-30 and since then has declined to 3,579. The Tej Narayan Jubilee College, which had 498 students at the end of the period compared with a nominal roll of 657 five years ago, is the only college to show a large fall, but too much importance should not be attached to its figures because until lately the roll has been swollen by the names of many students who had really ceased to be members of the college. Patna College and the Science College together had a roll of 1,040 at the end of the period compared with a roll of 700 for Patna College and New College together five years ago. The other fluctuations are unimportant and are mentioned in the following paragraphs, which deal separately with the different colleges.

74. *Patna College.*—As I mentioned five years ago, the decision reached in the year 1924-25 that higher teaching in arts and science should be expanded in the area near Patna College, and not on the site to the west of the New Capital which had been chosen by the Patna University Committee, enabled Government to proceed with the additional buildings which had long since become necessary. The acquisition and clearing of the necessary land, the construction of buildings and the provision of electricity, water and furniture have cost approximately 40 lakhs of rupees. The work has been finished except for the important matter of sewerage, which remains pending until a scheme covering not only the college area but also the adjacent parts of the town can be financed. Patna College has had its share in the improvements : the old temporary laboratories have disappeared, two new teaching blocks have been constructed and the old building of the training college has

been taken over. Two new hostels have been built, an old hostel has been extended, and the college has now a new common room and a new gymnasium.

75. Owing to the division of the college into two parts in July 1927 it would not be profitable to compare the figures for Patna College alone for March 1932 with those for March 1927 : a proper comparison is provided by the figures already given for Patna College and the Science College in 1932 and Patna College and New College in 1927. These figures show an increase in numbers by nearly 50 per cent and it is satisfactory to find that this increase has not affected the neighbouring Bihar National College, whose roll is almost exactly the same as it was five years ago. Patna College itself had 711 students at the end of the quinquennium, including 152 in the M. A. classes of whom 49 were reading law also. The corresponding numbers on the 31st March 1931 were 700, 135 and 34 respectively. The number of students reading both law and a post-graduate course in arts has fallen substantially since the year 1928-29 when the length of the combined course for such students was raised from two years to three, during the second of which they study their arts subject only.

76. The range of subjects taught has not been greatly enlarged during the five years. An M. A. department in philosophy was started in July 1927 and a chair in Maithili, founded by the generosity of the Maharajadhiraja of Darbhanga, will be attached to the college as soon as the person selected to hold the chair completes a course of study on which he is now engaged.

77. The college hostels were full throughout the period under review and students had to be refused admission every year. The new hostels contain a large proportion of single rooms and seem very popular.

78. The physical activities of the students and their social life are well cared for. Drill is compulsory for all except post-graduate students. There are two football fields in front of the main building and several tennis courts inside the college grounds. Games are compulsory twice a week for all boarders : for day students they are optional. The college societies continue to be active and some of their reports make very interesting reading.

79. *Ravenshaw College.*—The roll five years ago was 541, including 62 students reading for the B. L. degree and 11 in the M. A. classes. The figures for March 1932 are 500 including 56 reading for the B. L. degree and 10 in the M. A. classes. The small decline appears to be due to economic causes. There were 259 students in the college hostels against 351 five years ago.

80. The quinquennium saw the college affiliated to the honours standard in physics, chemistry and botany. A novel feature of the honours classes is the employment of research scholars in place of regular demonstrators. The number of students studying honours in the three subjects at the end of the year 1931-32 was 15 and the number who secured honours at the last University examination was 5.

81. During the period under review a number of improvements were made to the college buildings and grounds. A new and larger tube-well was sunk and a water tower was built : this made possible a system of water-borne sewerage. A garage was built and the botanical laboratory was extended.

82. The number of Muhammadan students in the college rose in the five years from 11 to 26, but the number of aboriginal students has fallen from 24 to 2 owing to the opening of the intermediate classes in the Ranchi zila school.

83. The college has a gymnasium, and drill is compulsory for all the students twice a week. There are extensive playgrounds, but as the college is situated at a distance of three miles from the town the day scholars do not use them : they are, however, well used by the boarders.

84. The social side of college life receives due attention and the quinquennium has seen the foundation and successful development of an Old Boys Association.

85. *Greer Bhumihar Brahman College.*—As at Patna College and the Ravenshaw College, the quinquennium has been a period of steady progress. It opened with 478 students and closed with 453. A new hostel with a large proportion of single rooms was completed in the year 1929-30, raising the accommodation for boarders to 224 : the number in 1930-31 was 160 and in 1931-32 it was 159. The college has been fitted with electric light and quarters for four members of the staff have been built within the grounds. The grounds themselves have been much improved in appearance.

86. The different societies in the college continue to make progress and extra-mural lectures have continued throughout the quinquennium.

87. The college has an astronomical observatory in which some useful work is being done.

88. Physical training is compulsory for all the students twice a week. Games are optional but are well patronised.

89. *Science College.*—The decision to separate the science classes from Patna College brought this college into existence in July, 1927. Its work is carried on in seven large buildings, four of them new and three of them old. The three latter are the hostels, the others are the chemistry laboratory, the physical laboratory, the administrative block and the combined common room and gymnasium. The buildings stand in spacious grounds, once covered by houses and huts of all descriptions. The physical laboratory was completed in July 1927 and the chemical laboratory in July 1928. His Excellency the Viceroy formally opened the college on the 15th November 1928 and the administrative block was occupied in December of the same year. The common room and gymnasium was completed in 1929-30 and provides a fine outlook over the playing fields in front of it. The decision of Government to give this college the detached plot of ground which

separates the physical laboratory from the river and which is now in the possession of the Engineering College will give the Science College in due course self-contained grounds with a river frontage.

90. The roll of the college is now 329 including one girl student and 24 post-graduate students of whom 6 are reading law also. The number of boarders is 215.

91. The college has developed very rapidly during the five years It has a college magazine, debating societies, seminars, literary societies, a philosophical society, a photographic society and a staff club. A reunion with the old boys is an annual function. Many research problems have been undertaken and completed and the college hopes to give a good account of itself when the Science Congress meets at Patna in January next.

92. Attendance at drill and games is compulsory for four days in the week. No difficulty has been encountered in providing sufficient playgrounds to keep all the students engaged even during the busiest part of the session.

93. *Bihar National College.*—Great improvements were made in the college buildings during the quinquennium at the cost of Government. An arts block providing a hall, 6 lecture rooms, 22 rooms for the staff and tutorial classes, and provision for the principal, library and office was completed in July 1930 : it is to be extended later so as to provide better accommodation for science teaching. A new hostel for 245 boarders in place of the old hostels for 85 boarders was completed a year earlier. It is now difficult to imagine how the college did its work at all in the very poor accommodation that it used to have. The principal, Mr. D. N. Sen, writes :—

> The immense improvement in accommodation has enabled this institution to function as a college much more efficiently than was the case in the long years previous to the construction of the main portion of the arts block. Unless the extension is completed there will be no proper accommodation for the library and the common room.

94. The roll of the college on the 31st March 1932 was 684 against 692 five years ago.

95. The college has no gymnasium and the only playground which belongs to it is the quadrangle of the college hostel in which about fifty students can play games at one time. Further playground space, however, is available on the *maidan* close by.

96. The principal mentions one or two recent cases of indiscipline at the college. He also expresses his disappointment that it has not yet been possible to provide funds for the opening of classes in economics.

97. *Tej Narayan Jubilee College.*—As already mentioned, the roll in March 1932 was 498 against 657 five years ago. The number of boarders was 169. The college has been admitted to the honours standard in philosophy and history and to the intermediate standard in Hindi and in elementary economics and public administration. These

developments in the range of studies became possible in the year 1927-28 when Government in fixing the grant to the college for five years decided to leave the Governing Body free to spend the income from endowments as it thought best. The recent financial stringency, however, has left no margin available for further expenditure.

98. During the five years three new residences were built for members of the staff and the electric installation was improved. Serious problems facing the college are the repair of the buildings, which has been neglected in the past, and an extension of the accommodation for science, for which a scheme has been prepared and is awaiting funds.

99. In the year 1929-30 a serious embezzlement of the college funds (unhappily the second of its kind) was detected and led to the conviction of the head clerk and the resignation of the principal. The services of Mr. R. P. Khosla, a member of the Indian Educational Service, were then lent to the college. Mr. Khosla has not only succeeded in getting the accounts into order but has done much for the better organization of the college as a whole.

100. The college has a gymnasium, which is reported to be popular, and extensive playgrounds. Games have been made compulsory for all the boarders.

101. *St. Columba's College.*—The roll fell from 220 in 1926-27 to 188 in 1930-31 but recovered last year to 209, the average number of boarders last year being 103. The five years were uneventful except for a certain amount of political trouble in 1929-30 and a boycott of the games by most of the Hindu students in 1930-31. There was no recurrence of the trouble in 1931-32, and the social activities of the college were again carried on successfully.

102. *Ranchi zila school.*—The roll in the intermediate classes rose from 38 in 1926-27, in which year there was only a first year class, to 108 in 1929-30 and 1930-31. Last year it fell to 78, but the fall is largely explained by the fact that the second year students not sent up for the university examination have been struck off the rolls. It has been decided to separate the intermediate classes from the school and to move them to a new site, with the idea that in time they may develop into a degree college. The necessary plans and estimates are under preparation. The headmaster reports that the best students who pass the matriculation examination join intermediate classes elsewhere and that in consequence the intermediate classes at Ranchi are mainly composed of students below the average in ability.

103. *Diamond Jubilee College.*—The roll in the college section fell from 82 five years ago to 61 on the 31st March 1932.

104. The college grounds were improved during the quinquennium and a few minor buildings were constructed. The college needs a gymnasium and more class rooms.

105. Twice during the five years there were instances of political excitement but they were dealt with promptly and firmly and the college well maintained its reputation.

106. Physical drill has recently been introduced and the usual games are played.

107. *Nalanda College.*—The roll in the college classes fell from 59 in 1926-27 to 51 in 1931-32.

108. The college owes its existence to an income of Rs. 8,000 from an endowment, but, being close to Patna, is even less likely than the college at Monghyr to attract really able students, and the task of the staff is therefore somewhat discouraging.

109. The college has a playground but no gymnasium. The principal mentions the need for a common room, but the impression left on a visitor to the college is that the institution as a whole is somewhat lifeless and needs a thorough overhaul.

110. *Ravenshaw girls' school.*—The number of students in the college classes was 5 on March 1932 against 7 five years ago. These classes are mentioned further in Chapter XII.

CHAPTER VI.

Professional Colleges.

111. Under this head are now included the Patna Law College, the Patna and Cuttack Training Colleges, the Prince of Wales Medical College, the Bihar College of Engineering and the Bihar and Orissa Veterinary College. All of these, except the last, which came into existence in July 1930, are affiliated to Patna University. There is no agricultural college belonging to the province, but a certain number of students are under training within the province at the Agricultural College and Research Institute maintained by the Government of India at Pusa.

112. *The Patna Law College.*—This college contains both B. L. classes, affiliated to the university, and pleadership classes. The latter are treated as a law school and are dealt with in Chapter X.

113. The roll number in the B. L. classes has fallen during the five years from 547 to 333, partly owing to the reduction of the course from three years to two and partly owing to economic reasons. For the first two years of the quinquennium the direct cost of the college was more than covered by the fees received, but when the staff was strengthened in 1929-30 this ceased to be the case and last year, of the total of Rs. 60,960, Government had to find as much as Rs. 23,998. It has been decided in consequence to raise the monthly fee from Rs. 8 to Rs. 10 from the commencement of the session in July, 1932.

114. The staff of the college in 1926-27 consisted of one principal, one vice-principal and 11 part-time lecturers. Four part-time lecturers were added in 1929-30 to enable each student to receive one tutorial period weekly, instead of monthly, in each of his five subjects, but owing to the fall in the roll these four posts are no longer required and have been kept vacant.

115. As has already been mentioned, it was decided in the year 1929-30 that a student, who takes up both law and a post-graduate subject in arts or science, should have to devote three years instead of two to the combined course, the second year being devoted to the arts or science subject only.

116. The college was very little affected by political agitation during the five years.

117. The present site of the college is required for an extension of the Medical College and a fresh site has been chosen close to the new hostel at Ranighat which was completed in the year 1929-30. Plans and estimates are being prepared for a complete new set of buildings. The college has no playground of its own and has to make use of one on the *maidan*, which is half a mile away.

118. *Training Colleges.*—The old buildings of the Patna Training College were divided between Patna College and the Science College in July 1927 and the college then moved to a new site on which it has been conveniently housed side by side with the Patna Collegiate School, which is its practising school. Besides the college and its hostel, residences have been provided for the principal and three of the professors.

119. When the college and school moved to their new site the latter was placed directly under the control of the principal. This has greatly facilitated the organization of practical work, but it is still necessary to requisition the co-operation of other schools for the purpose. These have rendered assistance cheerfully and ungrudgingly and with the development of the motor bus service in the town it has been possible to use better equipped schools as practising schools though they are situated at a distance from the college.

120. In my last quinquennial review I mentioned that Regulations had just been sanctioned for a degree course in education as well as a diploma course. A class for the former was opened in 1927-28 and since then has been maintained every year, but the numbers remain small, varying from four to two. At the beginning of the session 1931-32 the diploma course was divided into two branches, one for the training of teachers in secondary schools and the other for the training of prospective sub-inspectors. An extra member of the staff was appointed for the primary section. The progress of the scheme, which has been introduced as an experimental measure for two years, will be watched with interest. The principal writes with enthusiasm of the first batch of students and is confident that the men turned out "will be infinitely better for primary school work than any previous products of the college."

121. The expensive, and in many ways unsatisfactory, system of training persons already in Government service, and giving them their full pay while under training, came to an end at the beginning of the session 1930-31. Now Government servants, if they come at all, come on the same terms as other students and take their chance with them for

the stipends available. In 1930-31 and 1931-32 the number of stipendiary students was limited to six in the degree class and 40 in the diploma class : the principal was also allowed to admit one or two non-stipendiary students to the degree class and four to the diploma class, so that, if casualties should occur among the stipendiary students, non-stipendiary students might be available to take their places. In July 1931 the value of the stipends in the diploma class was reduced from Rs. 30 to Rs. 20 a month, the value of the stipends in the degree class remaining Rs. 35. From July 1932 the number of stipendiary students in the degree class has been limited to three and in the diploma class to 15 and the number of non-stipendiary students whom the principal may admit to the diploma class has been raised to 29, of whom 25 will be given a set of text-books, limited in value to Rs. 50. The books will be returned to the college when the students leave. The effect of these changes will be to reduce greatly the direct cost of the college, which last year amounted to Rs. 46,441. It was all borne by Government, for no fees are charged at either of the training colleges.

122. Although the degree class remains small, the demand for admission to the diploma class is very great and continually increasing, the number of applicants in 1931 being as high as 266. Admissions are made after a competitive examination followed by an interview.

123. Mr. J. H. Thickett, who had been in charge of the college since it was started in 1908, left India on retirement shortly after the end of the session 1930-31. He has been succeeded by Mr. F. R. Blair, whose previous experience in the sphere of primary education should be specially valuable in view of the recent developments at the college.

124. The Cuttack Training College also lost its first Principal, Mr. F. B. Whitmore, by retirement during the year 1931. This college has a diploma class only and teaches only the course for secondary school teachers. The number of admissions used to be limited to twenty stipendiary and two non-stipendiary students, two of the stipends being usually provided by the Orissa States. In July 1929 the number of stipends payable by Government was raised to 28 and the staff was strengthened by the appointment of a lecturer in mathematics. The college was fitted with electricity in 1930-31, and an excellent hostel was completed and occupied last year. Owing to the financial stringency the number of students to be admitted to the college is to be reduced again to 22 of whom 10 will receive stipends from Government and 10 will be given a set of text-books as at the Patna Training College. The other two places will probably be filled by students from the States.

125. In both the training colleges the students play the usual games : the students of the Cuttack Training College also have regular instruction in scouting and physical education from the physical instructor attached to the neighbouring training school. No complaints have been received as to the discipline at either college.

126. *Agricultural colleges.*—There were nine students under training at the Agricultural College and Research Institute at Pusa in 1931-32 against 18 in the previous year.

127. *The Bihar and Orissa Veterinary College.**—This college was opened on the 1st of July 1930 and during the short period of its existence has made satisfactory progress and shewn good results. An up-to-date hospital and a research laboratory are attached to the college as its necessary adjuncts, while the Government Cattle Breeding and Dairy Farm, which is adjacent to it, has placed the college in an unique position as it has permitted students to receive at first hand practical training in the breeding, care and management of cattle, as well as in dairying in its various branches.

128. The demand for admission has been satisfactory and the college attracted candidates from outside the province even from the very first year of its working. In addition to the old students transferred from the Bengal Veterinary College at Belgachia, 26 new students joined in 1930 and 21 in 1931. Out of 26 in 1930, as many as 13 were from outside the province, viz. six from the United Provinces, six from Hyderabad and one from the Central Provinces. The total number of students on the roll at the beginning of the sessions 1930-31 and 1931-32 was 52 and 53, respectively.

129. The course of instruction at the college extends over a period of three years and a sum of Rs. 50 per annum is charged as tuition fee from each student, except stipendiaries of other Governments and Indian States, in addition to the ordinary fees, viz. an admission fee of Rs. 10, an examination fee of Rs. 5, etc. The rate of contribution for stipendiaries sent by other Governments and Indian States is Rs. 500 per student per annum.

130. The annual and diploma examinations were conducted at the end of each of the two sessions by a Board of Examiners specially appointed by Government and the results were highly satisfactory. Eighteen students passed the diploma examinations and were awarded diplomas as "Graduates of the Bihar and Orissa Veterinary College."

131. There are spacious grounds in the college compound for outdoor games and the students have from the beginning taken an active interest in these games. Special training in equitation is also imparted by the riding-master.

132. All students with but few exceptions lived in the college hostel and their general health and behaviour were quite satisfactory.

133. The students and staff appear to have kept themselves aloof from the political agitation in the country and it may be said that the college has remained unaffected so far.

134. Government have recently sanctioned the institution of a post-graduate or refresher course at the college for the advanced training of veterinary graduates. This course will be for six months only and will be started from the beginning of the next session.

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*Contributed by the Director of Veterinary Services.

135. The college hospital also made good progress and is gaining popularity day by day. The number of patients is on the increase and dog patients are being received from different parts of the province for treatment.

136. The research laboratory has taken up and is conducting researches on selected diseases.

137. *The Bihar College of Engineering.**—Rearrangement has in general taken the form of more emphasis being placed on practical work. Four of the class rooms, two large and two small, have been converted into laboratories for:

(*a*) Elementary mechanics.

(*b*) Hydraulics and materials.

(*c*) Cement and road metal.

(*d*) Electrical engineering.

About 1½ lakhs of rupees have been expended on the equipment of these, and on modernization of the workshop equipment. The University regulations controlling the Faculty of Engineering have been recast in order to meet the changed character of the instruction.

138. The old classes of "mechanical apprentice" and "artisan" students have been replaced by a "diploma" course, which is designed to combine the good features of both. It is a vernacular class with colloquial English as a secondary subject.

139. A scheme for expanding the college to include degree standard instruction in mechanical and electrical engineering was considered and approved by the Board of Governors and the Board of Industries in 1928-29, but was not accepted by Government, who were not satisfied that such instruction was urgently necessary, and also thought that the possibility of finding the cost was remote.

140. An outstanding event of some importance during the period under review was the hard-won recognition of the B. C. E. degree of Patna University by the Institute of Engineers (India), which carries with it the eligibility for holders of this degree to sit for the competitive examinations under the Public Services Commission for recruitment to the Indian Service of Engineers and the Superior State Railway Services.

141. *The Prince of Wales Medical College*†.—This college, which was started in July 1925, has now completed its seventh year and during this period every endeavour has been made to bring it up-to-date in order that medical graduates turned out from the college may compare favourably with candidates from any other colleges in India.

142. There is a governing body appointed by Government to advise the Principal in the matter of management and improvement of the

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*Contributed by the Director of Industries.

†Contributed by the Inspector-General of Civil Hospitals.

college. There is also a committee consisting of the non-official members of the governing body with the Principal as President, for selection of students for admission into the college. Forty students are admitted annually to the college. In 1931, 41 students were admitted, of whom one was a student from the Central Provinces who was admitted under the orders of Government.

143. The result of the university examinations has been fairly satisfactory. During the quinquennium 195 students appeared in the final M.B., B.S. examination, of whom 86 passed. The students who appeared in the final examinations previous to 1931 were originally admitted into the Calcutta Medical College and were transferred to Patna in July 1926. The students who were admitted into the college in 1925 and appeared in the final M.B., B.S. examination in 1931 were the first students to pass through all stages of the curriculum in the college.

144. Discipline was well maintained. In the annual report of the college for 1927-28 the Principal recorded "it is satisfactory to note that the students of the medical college did not indulge in the political demonstrations of February 1928 which created so much disturbance in the normal academic life of quiet and industry of the students of some of the local colleges."

145. Recognition has been accorded to the M. B., B. S. course and degree of Patna University by the Conjoint Board, London. The recognition is temporary and subject to annual reconsideration of its continuation.

146. Important additions to the teaching staff were (1) a lecturer in bio-chemistry, (2) a lecturer in chemical pathology and (3) a demonstrator in organic chemistry.

147. The rate of college fee is still the same as was fixed when the college was started. The annual tuition fee is Rs. 125 for the first year and Rs. 150 in other years.

148. The Hon'ble Sir Ganesh Datta Singh, Kt., Minister-in-charge, Local Self-Government, has instituted a gold medal for the best student on the result of the final M. B., B. S. examination in the name of Sir Henry Wheeler, late Governor of the province. Lt.-Col. Berkeley-Hill, Superintendent of the European Mental Hospital at Kanke, has endowed a gold medal for the best essay on mental hygiene or allied subjects. The staff of the college and the attached hospital has endowed a silver medal called the Dutton Medal to the student of the college who stands first in Medicine at the final M. B., B. S., examination. Babu Bisheswar Prashad, an assistant in the office of the Inspector-General of Civil Hospitals, Bihar and Orissa, has also made an endowment for a gold medal to the student of the college who stands first in Midwifery at the final M. B., B. S. examination to commemorate the memory of his deceased wife Khubjhari.

149. The college was visited by His Excellency the Viceroy and Lady Irwin on 15th November 1928. They evinced a very keen interest in

each and every department of the college. The kind remarks recorded by His Excellency supplied a fresh stimulus to all concerned in the affairs of the college.

150. The members of the Health Committee of the League of Nations visited the college in January 1928 and recorded their appreciation of the high standard of teaching done in the institution.

151. The college was visited by Sir Norman Walker as representative of the General Medical Council of the United Kingdom in January 1927 for the purpose of inspecting and reporting to the Council on the arrangements for education and training. His recommendations have received the careful consideration of Government and improvements have since been made as a result of these recommendations.

152. The physiology department was provided with a new building in 1929 at a cost of over Rs. 81,645 including equipment. All the three sections, viz., Histology, Experimental Physiology and bio-chemistry, are well equipped. There is a well equipped research room and a room for practical classes in Mammalian Physiology.

153. Every student is provided with a microscope for studies in practical histology.

154. With the transfer of the Physiology Department to the new building, the Pathology Department has been left in possession of the whole building. Structural alterations have been made in this building at a cost of about Rs. 25,000 which include gas, water and electric fittings, and the building now also accommodates the laboratory of the Bacteriological Department and Pasteur Institute. The work of the department has been extended very considerably with the addition of the Pasteur Institute and Bacteriological Laboratory.

155. Valuable research work has been done in the various departments of the college.

156. Lt.-Col. H. R. Dutton, F.R.C.P. (Lond.), I.M.S., first Principal of the college, made over charge to Lt.-Col. D. Coutts, I.M.S., and retired in 1930. He had to face many difficult problems in connection with the establishment of the college, and its successful progress is largely due to his ability and enthusiasm.

CHAPTER VII.

Secondary Education.

157. Including middle vernacular schools, the total number of secondary schools of all classes for boys and girls, both Indian and European, rose during the five years from 730 to 918 and that of their pupils from 101,793 to 131,569. The direct expenditure rose from Rs. 32,29,583 to Rs. 41,88,889. The expenditure from public funds, fees and other sources was in the proportion of 16, 21 and 5 against 14, 14¼ and 4 five years ago. Fees now cover just half of the total cost.

158. Taking only secondary schools for Indian boys, with which this chapter is primarily concerned, the following table gives the necessary statistics :—

	1926-27.	1930-31.	1931-32.
HIGH SCHOOLS.			
Number of schools ...	135	159	166
Number of pupils ...	38,197	45,971	47,572
	Rs.	Rs.	Rs.
Direct expenditure ...	17,74,891	21,31,875	21,87,065
Average cost per school ...	13,147	13,408	13,175
MIDDLE ENGLISH SCHOOLS.			
Number of schools ...	318	547	581
Number of pupils ...	33,657	60,092	63,012
	Rs.	Rs.	Rs.
Direct expenditure ...	7,46,494	12,83,664	13,44,156
Average cost per school ...	2,347	2,346	2,313
MIDDLE VERNACULAR SCHOOLS.			
Number of schools ...	242	135	129
Number of pupils ...	25,105	14,249	13,515
	Rs.	Rs.	Rs.
Direct expenditure ...	3,95,433	2,42,799	2,52,264
Average cost per school ...	1,634	1,798	1,746

The figures show, firstly, that high schools are continuing to come into being at the rate of five or six every year ; secondly, that the total number of middle schools is also rising steadily at the rate of about 30 a year ; and, thirdly, that more and more middle vernacular schools are being converted into middle English schools. This last tendency is not surprising : not only are middle English schools popular because of their English teaching, but the fees paid in them are higher and a smaller proportion of the cost has therefore to be found by the local body or committee concerned. The average direct cost to public funds of a middle English school is Rs. 976 a year : that of a middle vernacular school is Rs. 1,303.

159. In the paragraphs which follow I propose to deal first with various matters that affect high and middle schools alike, then to discuss matters concerning high schools and then those concerning middle schools. The problems of middle English and middle vernacular schools are so similar, and the schools change so rapidly from the latter status to the former, that it appears unnecessary to treat these two classes of schools separately.

160. Turning first to the question of fees, the rates at present prescribed are as follows :—

(*i*) For Government high schools Rs. 3-12-0 in class XI, ranging down to Re. 1-12-0 in class IV, with a special scale for aboriginals and untouchables ranging from Re. 1-12-0 down to four annas.

(*ii*) For aided high schools Rs. 3-8-0 in class XI, ranging down to Re. 1-8-0 in class IV, with the same special scale for aboriginals and untouchables.

(*iii*) For Government and aided middle English schools Re. 1-8-0 in class VII, ranging down to four annas in class I, the scale for aboriginals and untouchables ranging from ten annas downwards.

(*iv*) For Government and aided middle vernacular schools, ten annas in class VII, ranging down to four annas in class I.

Lower fees than the above are charged in most of the secondary schools for girls, though the high schools at Ranchi and Giridih both charge Rs. 3-8-0 to non-aboriginal pupils in classes X and XI. The standard fee rates have not been changed during the five years, but some of the aided schools have found it necessary to fix rates above the standard, especially since the recent curtailment in their recurring grants.

161. The grant-in-aid rules are still based on the principle that the grant should be equal to the difference between a standard figure of cost, calculated on the number of classes and vernaculars taught, and the income that would be produced by fees charged at the standard rate. As is mentioned later, the Board of Secondary Education appointed a committee in the year 1927-28 to consider whether any changes were necessary in the rules for grants to high schools, but consideration of most of their proposals has had to be deferred for want of funds, and the only recommendation to which effect has been given is that depriving schools already aided in the year 1924-25 of the special privilege that their grants might not be reduced. This alteration in the rules has set a certain amount of money free for aiding new schools. Five years ago the Board of Secondary Education was able to aid 81 high schools with its allotment of Rs. 2,50,915 : last year it aided 107 schools with an allotment of Rs. 3,15,081, but in order to aid so many schools it had to give grants less by six per cent than the full grants admissible under the rules, and a retrenchment made by Government in the last quarter of the year made necessary a further reduction of two per cent. During the five years the average pay of a teacher in a privately-managed secondary school has risen from Rs. 37-9-0 to Rs- 38-1-0.

162. The only change of importance made during the five years in the rules of service for teachers in privately-managed schools is one allowing an appeal to the inspector in the case of high school teachers discharged with or without notice. If the inspector concurs in the action

taken, the appeal is rejected: if not, he submits it to the Board of Secondary Education for orders. The new rule has already proved useful.

163. The figures given in General Table II show that the average attendance in secondary schools continues to be poor, a figure of 80 per cent being too often regarded as satisfactory. The usual corrective applied is a fine, which is only too often remitted. The true remedy seems to lie in an improvement of the teaching. So long as a pupil is expected to learn all his work at home, and the class-room is regarded only as a place for testing work already done, the pupil has little incentive to be regular at school. The Board of Secondary Education has recently had under its consideration the question of limiting home-work and has circulated for opinion a note on the subject prepared by Mr. Dippie.

164. An unsatisfactory feature at most of our high schools and middle schools alike is the very poor handwriting and the general slovenliness of the work done. Untidy work is often connected with diffuse and irrelevant writing. This is a point to which school authorities should pay more attention.

165. The secondary schools, and particularly the high schools, have necessarily suffered to some extent from the recent political excitement. During the year 1930, in particular, there were instances of picketing and concerted absence on various special occasions. Trouble of this kind seldom lasted long and scarcely affected the Government schools: the position of privately-managed schools was more difficult because the headmasters were less sure of support and had to keep an eye on their fee income. But though picketing and concerted absences were short-lived the effect of the political situation on discipline generally remained and the year 1930 saw the two peculiarly disgraceful incidents which I mentioned in my last report. It is satisfactory to be able to record a distinct improvement in 1931-32.

166. The increase of seven in the number of high schools for boys in the year 1931-32 is due to the restoration of recognition to the school at Maheshpur in the Santal Parganas and the recognition of new schools at Sherghati in Gaya, Parsagarh in Saran, Maniari in Muzaffarpur, Dalsingsarai in Darbhanga, Shaikhpura in Monghyr and Ajodhyaganj in Purnea. There are always several schools which have opened classes beyond the middle standard and hope soon to become high schools: in 1929-30 no less than 16 such schools were mentioned in Tirhut and this year six are mentioned in Chota Nagpur.

167. The quinquennium saw many high schools provided with new buildings. Among these should be mentioned the Patna Collegiate school and Gaya zila school, the Ram Mohan Ray Seminary at Patna, the Manbhum Victoria Institution at Purulia, the Mission high school at Bettiah and the schools at Surajpura, Sassaram, Hajipur, Sultanganj, Katras and Chakardhapur. Details of the expenditure incurred will be found in Appendix IV, which shows that large sums have been provided for these buildings both by Government and from local contributions. Many more schemes have been approved and are waiting for funds.

Owing to the financial stringency the maximum amount of a non-recurring grant for buildings or furniture was reduced last year from two-thirds to half of the cost of the project.

168. Turning to questions more directly concerned with teaching, I mentioned five years ago the experiment that was then being tried in the direction of using the vernacular instead of English as the medium of instruction in the four highest classes of high schools. The first report to Government on the subject was submitted in the year 1929-30, and Government, accepting my view that the results were inconclusive, directed that the experiment should continue for two years more. One difficulty at the outset was that of finding the necessary vernacular text-books. This has now been surmounted, but opinions generally are divided as to whether the better progress to be expected in the subjects taught through the vernacular outweighs in value the loss of opportunities of reading and speaking English. But whether English or the vernacular is the usual medium of instruction, it is plain that the teacher ought to be able to use the latter from time to time in order that he may explain points of special difficulty and make certain that his pupils have understood them. Accordingly the Board of Secondary Education has made a rule that no person should be appointed to teach in the high school classes in Bihar, in Orissa or in a purely Bengali school unless he has passed a public examination in Hindi or Urdu, in Oriya or in Bengali, respectively; provided that a teacher may be appointed if he gives an undertaking to pass the required examination within eighteen months from the date of his appointment, his confirmation depending on his passing the examination in due course, provided also that in exceptional cases this condition may be relaxed with the approval of the inspector. For the purpose of this rule a pass in the vernacular at the matriculation or any higher examination of a university will be accepted.

169. Mention is made in a later chapter of the report of the committee appointed by Government to examine the alleged deterioration in the standard of matriculates. The committee suggested certain modifications in the matriculation syllabus, which have been brought to the notice of the university. It also recommended that the public middle school examination should be extended to high schools.

170. The last suggestion was based on information that promotions in high schools were not being made with sufficient strictness, that in consequence boys reached the matriculation stage without any proper grounding, and that for want of this grounding the number of failures at the matriculation examination was much larger than it should be. The inspectors of schools, looking at the matter from a different point of view, had been pressing for action in the same direction ever since the public middle school examination was extended to middle English schools in the year 1927-28: they found that in order to shirk a public examination boys were leaving middle English schools and joining high schools just before they reached the middle standard. There are difficulties in the way of a common and simultaneous examination, but these could apparently be surmounted by having two sets of papers of the same standard, one to be

used by middle schools as at present, the other to be used by high schools as part of their annual examination subject to proper supervision by the inspector of schools. Government, however, have decided that the present is not an opportune time at which to extend the scope of the examination.

171. The courses of study in high schools continue to be dominated by the matriculation examination. How far this is a good thing must depend in part on the nature of the papers set at that examination, but since the Board of Secondary Education is strongly represented on the University Examination Delegacy for secondary schools, which appoints the examiners, it has an indirect opportunity of seeing that the papers are suitable, and from the comments made by one inspector I gather that at any rate some of the papers furnish good tests of intelligent work. The importance of the matriculation examination has become even greater now that it has been decided to abolish after the year 1933 the school leaving certificate examination for high schools. Ever since that examination was placed under the management of the university, and held simultaneously with that for matriculation, the number of candidates has been small, averaging about 90 for the last five years, and few of these have taken any but matriculation subjects. It is not intended that the teaching of other subjects should cease, but students who wish to take them up will now have to do so in addition to the matriculation course, and will be given special certificates after a local test to be held under departmental supervision.

172. In my last quinquennial report I mentioned the improvement in the supply of trained teachers for secondary schools that had been effected by the opening of the Training College at Cuttack. During the past five years the effect has become plainer still: practically all the teachers at Government secondary schools have been trained and trained teachers are available for privately-managed schools also. The Board of Secondary Education reviewed the position last year and passed the following resolution:—

> It is desirable that every high school should have on its staff at least two graduates who have obtained the B. Ed. Degree or Diploma in Education. It is not desired that teachers already employed should be discharged in order to make way for trained teachers, but, as vacancies for graduates occur, they should be filled by holders of the B. Ed. Degree or Diploma in Education until each school has two such teachers. No untrained teacher should be appointed unless the Principals of the training colleges report that they have no suitable candidate prepared to accept the appointment which is vacant.

173. In previous reports I have reserved for chapter XX mention of the various directions in which attempts have been made to widen the school curriculum, but in future it will, I think, be convenient to deal with them under this head.

174. In my last quinquennial review I mentioned that manual training was being taught in eleven high schools, elementary physics and chemistry in fourteen, botany in one, commerce in three and office work in six. It is the intention to provide for manual training and science at all the Government high schools, but no progress has been possible during

the five years, though the aided school at Buxar hopes to start a class in manual training shortly. Agriculture is not yet taught at any of the schools. Music, which may now be taken up as a subject for the matriculation examination, is taught in some of the mission schools and in the Patna high school, the Surajpura high school and the Marwari *pathshala* at Bhagalpur. The classes in office work at the Government high schools proved a failure, largely because it was found that the students did not know enough English to profit by instruction in typewriting: they have therefore been closed and the teachers have been placed in charge of typewriting classes elsewhere. The teaching of drawing continues to improve and 23 Government schools, against 17 five years ago, now have drawing masters trained at a School of Art.

175. The reports do not mention any developments in the direction of individual study as opposed to instruction in class. Nor do they indicate any attempts to introduce real self-government among the pupils, although in some hostels committees of the boarders are placed in charge of the arrangements for meals. The Indian student often reaches the highest class of a high school at the age of 14 or even sooner and boys of this age can hardly be given disciplinary powers such as are exercised by the prefects at English schools.

176. The functions of the Board of Secondary Education remained unchanged during the five years and the only change in its constitution was the addition of one more representative of the education of women, making the total number of members 23. The Board meets three times every year and has been of great assistance to me in many directions. The cost last year was Rs. 4,698, i.e. Rs. 2,758 for its share of the cost of the office of the Registrar of Examinations and Rs. 1,940 for travelling.

177. Turning next to middle schools I have already mentioned the extension of the public middle examination to middle English schools and its effect in causing the transfer of many pupils from the higher classes of such schools to high schools. The curriculum for the middle classes, like that for the primary classes, is under revision. It is a peculiarly difficult curriculum to frame because some boys leave school at the middle stage and others proceed to high schools.

178. In my report for 1930-31 I enumerated the vocational classes that had been started in middle schools. There were then seven schools teaching carpentry: this year one more such class has been opened at Gop in Puri where book-binding and basket-making are taught also. There are still seven classes for tailoring, but the class at Ertal in Balasore has been moved to Basta in the same district, and the school at Rambagh in Cuttack now teaches toy-making also. Weaving is still taught in three schools and agriculture in three: in addition the inspector in Chota Nagpur arranged last year with the agricultural department for one middle school in each district to carry out two experiments, one to test the comparative value of selected seed and village seed and the other to test the values of different manures. In general these vocational classes are reported to be successful and only want of money stands in the way of an increase in their number.

179. Music is taught in a few middle schools only, mostly mission schools. The school at Kairabani in the Santal Parganas has a music teacher and a brass band. Another school with a successful class is the middle English school attached to the Patna training school.

180. Many middle schools have very poor buildings. A non-recurring grant of Rs. 1,00,000 was distributed among the district boards in the year 1929-30 for expenditure on these schools, but much more money will have to be spent before all the schools are properly housed.

181. During the five years three more district boards and two more municipalities have assumed control of the middle schools in the areas under their charge.

182. The constitution of the School Examination Board, which is responsible for setting the papers at the middle school examination, as well as for the examinations of all classes of training schools, remains unchanged. The Board met three times during each of the first three years of the quinquennium and twice in each of the other two. It has been of great help in the disposal of many problems relating to the examinations. The expenditure incurred on the examinations last year was Rs. 12,202, of which sum Rs. 2,758 represents the Board's share of the cost of the office of the Registrar of Examinations. The sum realised in fees was Rs. 1,675 and from other sources Rs. 685. Last year the fees for private candidates at the Teachers' Certificate examination and the Elementary Training School examination were raised to Rs. 10 and Rs. 2-8-0, respectively.

CHAPTER VIII.

Primary Education.

183. The number of primary schools of all classes for boys and girls, both Indian and European, has fallen during the five years from 30,247 to 27,571 and that of their pupils from 941,675 to 883,603, but the direct expenditure has risen from Rs. 55,86,000 to Rs. 57,03,286. The number of primary schools of all classes for boys has fallen during the five years from 27,457 to 25,124 and that of their pupils from 875,666 to 820,773, but the direct expenditure has risen from Rs. 51,06,941 to Rs. 51,94,858. Taking only primary schools for Indian boys, with which this chapter is specially concerned, there has been a fall from 27,448 to 25,114 in the number of schools and from 875,311 to 820,462 in the number of pupils while the direct expenditure has risen from Rs. 50,61,320 to Rs. 51,56,809.

184. The fluctuations for the five years have been as follows:—

Year.	Number of schools.	Number of pupils.
1926-27	27,448	875,311
1927-28	27,900	898,218
1928-29	27,037	876,349
1929-30	26,153	840,620
1930-31	25,645	817,221
1931-32	25,114	820,462

These figures include recognized *maktabs* and Sanskrit *pathshalas*. Details for the different districts are given in the following table :—

Name of district.	Area in square miles.	Number of managed, aided and stipendiary primary schools for Indian boys in—			Number of unaided primary schools for Indian boys in—			Number of pupils in primary schools for Indian boys in—		
		1926-27.	1930-31.	1931-32.	1926-27.	1930-31.	1931-32.	1926-27.	1930-31.	1931-32.
1	2	3	4	5	6	7	8	9	10	11
Patna ...	2,068	1,356	1,344	1,346	206	83	69	47,598	44,718	44,691
Gaya ...	4,714	1,848	1,723	1,728	167	64	32	57,090	47,932	49,007
Shahabad ...	4,371	993	1,044	1,053	108	95	92	39,705	40,264	41,848
Saran ...	2,683	1,107	1,175	1,180	130	100	89	52,303	51,543	51,150
Champaran ...	3,531	1,113	1,097	1,116	133	47	37	36,573	33,103	33,308
Muzaffarpur ...	3,036	1,796	1,641	1,623	116	102	110	61,360	54,317	56,371
Darbhanga ...	3,348	2,210	1,903	1,918	124	70	46	71,434	61,629	61,338
Monghyr ...	3,027	1,430	1,470	1,393	45	30	33	51,266	51,041	46,972
Bhagalpur ...	4,283	1,165	1,194	1,188	141	71	99	45,556	44,052	46,254
Purnea ...	4,914	1,162	1,187	1,215	206	138	139	47,048	43,490	47,896
Santal Parganas	5,466	1,231	1,006	1,106	85	67	52	46,535	39,505	39,115
Cuttack ...	3,654	1,739	1,645	1,623	1,079	1,101	1,126	81,116	78,749	78,753
Balasore ...	2,085	828	854	835	462	339	...	38,102	37,754	28,606
Puri ...	2,402	748	739	746	528	475	437	32,148	30,508	31,101
Sambalpur ...	3,824	406	406	387	18	6	4	20,404	19,457	19,188
Angul ...	1,681	218	198	199	7	2	3	6,930	8,010	8,067
Hazaribagh ...	7,021	650	567	585	113	139	100	20,706	20,282	20,809
Ranchi ...	7,102	1,338	1,326	1,274	133	91	82	42,547	42,505	43,041
Palamau ...	4,016	479	479	478	46	...	...	13,606	13,319	13,636
Manbhum (Sadr)	3,344	928	782	839	85	111	84	36,454	30,031	31,787
Do. (Dhanbad)	803	349	258	264	40	12	12	11,675	8,731	9,204
Singhbhum ...	3,879	373	372	364	10	12	8	15,075	17,308	17,420
Totals ..	83,142	23,466	22,500	22,460	3,992	3,145	2,654	875,311	817,221	820,462

185. The fall in the number of schools and pupils during 1928-29 and the two following years has been fully explained in previous reports. In the year 1924 Government had called upon all the district boards to revise their primary education programmes and in the three years ending 1925-26 had given them large new recurring grants. The effect of the new grants was to render possible a large increase in the number of schools, and many boards and individuals, encouraged by this and by the request to frame programmes, opened schools more rapidly than was prudent in the hope that further grants would follow. After 1925-26 Government found

it impossible to make further recurring grants and many schools thus imprudently opened necessarily had to be closed. The fall did not begin at once, both boards and individuals tending to be unwisely optimistic. Thus, as the table already given shows, there was an increase in the number of schools in 1927-28, in which year the number of managed, aided and stipendiary schools rose as high as 24,211, that of unaided schools being 3,689. The fall began in the following year and since then the number of schools supported by public funds has fallen by 1,751 and that of unaided schools by 1,035. The fall in the number of schools last year, accompanied as it is by a large increase in the number of pupils, is not very important and of the 531 schools that have disappeared all but 40 were unaided: the only important fluctuations in the number of schools supported by public funds are an increase of 63 in Manbhum, which had shown a fall of 432 such schools in the two previous years, and falls of 77 in Monghyr and 52 in Ranchi, where the boards appear to be in financial difficulties. Taken as a whole, indeed, the figures for 1931-32 appear to show that the boards have found how many schools they can afford to finance, that the superfluous unaided schools are dropping out and that the pupils from the latter are joining other schools. It is most regrettable that at this juncture, when the ground has been consolidated and all is ready for a step forward, Government should have found it necessary to reduce their grants for primary education. The effect of this reduction, however, will be a matter for the next report.

186. It will perhaps be convenient if I give at this stage the following other statistics concerning primary schools:—

(i) Classification by standards.

Year.	Upper primary.	Lower primary.
1926-27	2,345	25,103
1931-32	2,817	22,297

(ii) Classification by types.

Year.	Ordinary primary schools.	*Maktabs.*	Sanskrit *pathshalas.*
1926-27	24,058	2,629	761
1931-32	21,776	2,588	750

(iii) Classification by management.

Year.	Managed by Government.	Managed by local bodies.	Aided or stipendiary.	Unaided.
1926-27 ...	114	2,500	20,852	3,982
1931-32 ...	12	3,288	19,160	2,654

187. The first set of figures is satisfactory, for the upper primary school is in every way to be preferred to the lower primary. It is almost always

a permanent institution and does not depend for its existence on the caprice of an individual as is the case with many lower primary schools. It must have more than one teacher and is not therefore likely to cease work when a single teacher is ill or otherwise occupied. And, lastly, the five years of the upper primary course are much more likely to produce permanent literacy than the three years of the lower primary.

188. The second set of figures is less pleasing and the remarks which I made five years ago are still applicable. Bihar and Orissa is a poor province and cannot afford extravagances, and communal schools are of the nature of extravagances. Nor are the extravagances always beneficial apart from the question of cost, for many of the teachers of *maktabs* and *pathshalas* are notoriously unable to teach subjects other than literature.

189. The third set of figures is of interest in that it shows a steady increase in the total number of schools under public management, and these schools, like upper primary schools, should be permanent and reasonably efficient. The fall in the number of Government primary schools is due to the transfer to the control of the local bodies of nearly all of the practising schools attached to the elementary training schools. The boards have for some years been under an obligation to take over these schools if Government should ask them to do so, and the request was made last year in view of the financial situation. Most of the aided or stipendiary schools are stipendiary, i.e., they have no managing committees and the local body concerned deals with the teacher direct. Theoretically the aided school should be better, for a managing committee should be able to secure permanence and efficiency, but in practice many managing committees in villages consist of a secretary and nothing more, and the secretary may be more of a nuisance than a help to the teacher.

190. In my last quinquennial review, after giving the statistics for the five years, I related the orders which Government had then recently passed as to the principles on which the district boards should frame their primary education programmes and as to the method by which the Government grants to district boards should be calculated. This year I have nothing similar to relate. The orders regarding the programmes are still in force with a few modifications of detail. Thus in the year 1927-28 the restrictions placed by the programmes on the number of upper primary and middle schools were relaxed on condition that the cost of the additional schools did not fall on public funds: in the following year it was explained that if a middle or upper primary school was started at a place where the sanctioned programme provided a school of lower status it was the additional cost only, not the full cost, that would have to be met locally. In 1927-28 Government informed the boards that having regard to the difference of conditions in different parts of the province they were prepared to sanction, on good reasons being shown, deviations from the programmes which did not involve extra cost. In 1928-29 it was decided that if the net sum provided in a programme for middle or upper primary schools would suffice (owing, for instance, to a rise in the fee income) for more such schools than the programme allowed, additional schools might be started with the savings. District boards

have not been slow to take advantage of these concessions. Even in Chota Nagpur the number of middle schools exceeds the figure in the programmes by two and that of upper primary schools by ten though that of lower primary schools is still behind by 1,446. The same tendency to develop schools of higher status is still more noticeable in Bihar, where the population is less scattered. Moreover, apart from the question of population, many district boards hold the view that money spent on middle and upper primary schools is more likely to be well spent than money spent on schools which may never make their pupils really literate.

191. In the year 1929-30 attention was diverted from the programmes, which in any case were losing value owing to the want of funds to carry them out, to the Report of the Auxiliary Committee of the Indian Statutory Commission. This plainly indicated the need for a thorough overhaul of the primary education system, and in the following year Government appointed a large committee with the Hon'ble Minister for Education in the chair to consider the following points :—

(*i*) The comparative failure of the general primary education system of the province as revealed by the Report and by the low percentage of pupils attaining literacy ;

(*ii*) The suggestions made in the Report with regard to the primary education of Muhammadans ;

(*iii*) A revised syllabus for primary schools which had already been circulated in the previous year ;

(*iv*) The feasibility of common text-books in Hindi and Urdu ; and

(*v*) Such other subjects as might be admitted for discussion by the President.

The committee first resolved itself into three sub-committees, whose reports have been completed and circulated. A fourth sub-committee has been appointed recently to consider the question of free and compulsory education. The reports of the sub-committees will be laid before the main committee in due course. The general policy to be pursued is thus still under discussion, and it remains only to review the different aspects of the work accomplished during the five years.

192. Turning first to the question of control, I have mentioned in a previous chapter the appointment of a primary education officer at headquarters in the year 1930-31. I had felt for some time that a specialist officer of this kind was necessary, partly because the time of the divisional inspectors was so fully occupied with work in secondary schools that primary education was not receiving proper attention ; partly because the good work that was being done and the experiments that were being tried in certain parts of the province required to be brought to the notice of the other authorities and officers interested in primary education ; and partly because misunderstandings had been occurring from time to time with local bodies which, I felt, could probably be cleared up by personal discussion. Another reason for the creation of the post was that the general volume of work at headquarters had become too heavy

for the sanctioned staff to manage. Experience showed that the post was very useful indeed and it is unfortunate that it should have had to be held in abeyance on financial grounds in July 1931. I did not feel justified in pressing for its continuance at present because the financial stringency has to some extent reduced the work at headquarters, but I hope that the post will be revived at the earliest possible opportunity.

193. In my last quinquennial review I had to write somewhat strongly on the manner in which local bodies were exercising their powers over primary schools. There is still considerable ground for criticism, which may be brought under the following heads :—

(*a*) Financial confusion, leading to the delay in paying teachers of which my last four reports give many examples.

(*b*) Arbitrary action by the executives. Both district boards and local boards have their education committees ; model rules for the education committees of local boards were circulated in 1930-31 and have been generally adopted. But there are complaints that these education committees are often ignored, to say nothing of those officers of the department whose opinion is in certain cases required by the statutory rules framed under the Local Self-Government Act. The most frequent cause for complaint appears to be the transfer of teachers during the school session, often for no apparent reason.

(*c*) The appointment of untrained teachers when trained teachers are available, and other appointments apparently made or continued for other than educational reasons, such as that of the attendance officer at Maharajganj which was mentioned last year and is mentioned again this year by the district inspector.

(*d*) Allowing the teachers to take part in political propaganda, a feature which made it necessary for Government to frame a statutory rule in the year 1930-31 disqualifying such teachers from continuance in their employment.

These criticisms, however, do not by any means apply to all the district boards and there is steadily growing a body of public men who are combining a real interest in primary education with a practical knowledge of its problems.

194. While I am dealing with this topic I ought, I think, to refer to the question of discipline in primary schools. This is not a matter of difficulty in normal times. The position is, however, apt to change during times of political excitement, especially in areas where the local body, which employs the teachers and controls the schools, is under the influence of a particular political party. I have already mentioned that it was found necessary during the year 1930-31 to disqualify from employment teachers who took part in political propaganda, and during the five years there were plenty of instances of students taking part in processions, n the hoisting of congress flags and in meetings connected with the

boycott of foreign cloth. In most of these instances the teachers were more or less directly to blame and I fear that it will always be difficult to prevent activities of this kind unless the local body concerned itself disapproves of them and lets that fact be known. The parents and guardians probably do not wish the work of their sons and wards to be interrupted but their influence is less strongly felt at village schools, and particularly primary schools, than at the secondary schools in larger centres. This is due to the fact that many of the parents themselves are illiterate and do not therefore appreciate so fully the advantages of education: also the fees at primary schools are so low that the sacrifice involved if a student gives up his studies is much less than is the case at secondary schools. I think, however, that it is correct to say that the rule framed in 1930-31 has had a good effect and that there has been a real improvement in the state of affairs in 1931-32.

195. Turning next to the question of finance, it is disappointing to have to record that during the five years Government were unable to make any further recurring grants for primary education, except a special grant to the Ranchi district board to enable it to take over certain schools formerly managed by the Lutheran Mission and one of Rs. 12,000 to municipalities for the education of girls, and still more so that in the year 1932-33 the grants already given will have to be curtailed by ten per cent. At least one chairman of a district board has been openly pressing for authority to levy an education cess, and in my report for 1929-30 I wrote that the necessary legislation would perhaps not be strongly opposed if the proceeds of the cess were to be applied locally to the maintenance of efficient middle and upper primary schools. Since this was written, economic conditions have changed and I doubt whether the present is a suitable time at which to empower local bodies to levy extra taxation.

196. The absence of further recurring grants, coupled with a recognition of the fact that budgets must be balanced, has had its effect on the pay of the teachers, as may be seen from the following table, which excludes figures for European schools:—

Class of school.	Number of teachers in 1926-27.	Average pay in 1926-27.	Number of teachers in 1931-32.	Average pay in 1931-32.
1	2	3	4	5
		Rs.		Rs.
Board schools ...	5,397	12·8	7,243	11·1
Municipal schools ...	689	18·0	996	16·9
Privately managed schools	32,381	9·9	27,123	9·2
Total ...	**38,467**	**10·4**	**35,362**	**9·8**

The figures, especially those for privately managed schools, are very low indeed. The rates which Government fixed as minima in 1925-26 range from Rs. 12—$\frac{1}{3}$—17 for a trained teacher who has passed the middle examination to Rs. 5—$\frac{1}{3}$—10 for an untrained teacher with lower qualifications, but the local bodies are no longer in a position to pay these rates and in particular they are becoming, or have become, unable to pay trained teachers more than those who are untrained. Nor is the income which the teachers derive from fees at all large, the average annual fee paid by a pupil being only Re. 1-1-7. I should add that by no means all the pupils pay fees, exceptions being made in the case of boys whose parents are not assessed to the *chaukidari* tax on account of poverty, or are aboriginals who have never paid fees, or are registered under the Criminal Tribes Act, and for 20 per cent of the other pupils also. Roughly it may be taken that the average fee paid by fee-paying pupils is between two and three annas a month.

197. As regards capital grants the sums paid by Government for primary school buildings during the five years amount to rather less than Rs. 2½ lakhs. In all, the grants given since 1925-26 have been enough for about 1,000 buildings of the standard type. That type has now been thoroughly tested and it has been found that the dwarf wall provided for one of the two rooms is not a success: that, as had been anticipated, the roof of corrugated iron usually requires a covering of tiles or thatch or a ceiling below it; and that the gaps between the stanchions must be filled by burnt bricks, not by sun-dried bricks or mud. One inspector suggests that the rooms should be longer and narrower, so as to allow of two classes facing in opposite directions; that there should be no standard size, the buildings being designed in five foot units and the number of units to be provided in each case depending on the size of the school; and that more windows are required. The type plan for lower primary schools was supplemented last year by one for upper primary schools.

198. Although the financial position is as unsatisfactory as has been described, it should be possible, as the Auxiliary Committee has shown, to make our schools more useful without extra expense. This result would be achieved if the present stagnation could be remedied, so that without any increase in the total number of pupils a larger number would complete the primary course. The figures for the different classes for the first and last years of the quinquennium are shown below:—

Year	Percentage of Indian boys in classes I to V who are in class				
	I.	II.	III.	IV.	V.
1927-28	58·3	18·6	13·4	5·7	4·0
1931-32	53·1	20·8	14·9	6·3	4·9

There has been some improvement, but the figures are far from satisfactory, and so long as the present disproportion in size between class I and the other classes remains it is clear that much of the money now spent on primary education will be wasted. Various attempts have been made during the five years to secure better progress. Some of these are explained in the following paragraphs.

199. In the first place come the attempts made to improve the teaching itself. It has not, unfortunately, been possible to proceed with the scheme for re-organizing the elementary training schools, which I mentioned five years ago, but a new curriculum for primary schools has been drafted and circulated and is now under the consideration of the committee already mentioned. It is difficult to frame a curriculum which will allow both for the enterprise of the better teachers and the ignorance of the worse, but there is a general belief that a considerable improvement is possible. In particular the question whether the lower primary course shall continue to be designed for three years needs careful examination in view of the pronouncement of the Auxiliary Committee that "on the average no child who has not completed a primary course of at least four years will become permanently literate."

200. In the next place an attempt has been made to render the work of the teachers easier by restricting the period for admissions to the first two months of the year. This restriction, which has been in force for some time in Angul and the Orissa States, has been found so helpful that all local bodies have been asked to consider the desirability of enforcing it. Many of them have already done so with satisfactory results. It seems plain that the old customs of waiting for an auspicious day for admission or of joining school at a fixed age will have to give way, sooner or later before this simple expedient for rendering less difficult the work of the teacher, particularly the teacher of a one-teacher school.

201. Among suggestions made, but not adopted, are the opening of kindergarten or preparatory classes for very small children and the introduction of some form of paying the teacher by results. The former expedient would be likely to distract the teacher's attention still further: the latter would involve the establishment of some form of public, or at any rate supervised, examinations which, in view of the large number of pupils in the primary stage, could not be managed without great difficulty and expense.

202. But there are still other methods of securing better results. The first of these is to make the schools more attractive to the pupils themselves; if this can be done, not only will boys bring their friends to school but the attendance should improve without it being necessary for the teacher to have recourse to absence fines. It is on these fines that he now chiefly relies for securing regular attendance, but they are difficult to collect and, if the child is himself responsible for the bad attendance, they are not likely to be effective. That it should be possible to make the schools more attractive than they are at present can hardly be denied by any person familiar with our primary schools. Only too often the pupils are kept sitting for long hours in rooms which may not be any too well lighted or ventilated, and during part only of those long hours do they receive attention from the teacher, who probably has at least two classes to manage and perhaps more. Anything less likely to attract, or be healthy for, a small child can hardly be imagined.

203. The first and most obvious remedy is to introduce something in the nature of games. Most schools, at any rate in villages, have the necessary space for some of the simpler Indian games, and often the class with which the teacher is not engaged would be better occupied in playing in the open air than in sitting still and pretending to work. Mention is made in a later chapter of the hand-book of Indian games which the department has recently published. Then comes the possibility of some form of handwork which the pupils will enjoy: that this possibility exists can be seen, for instance, in the schools in Angul where boys have built model houses and villages with sun-dried bricks of their own manufacture and, almost at every school, have made the mats on which they sit. And where space is available for a garden, still more interesting work can be attempted. In parts of Orissa the introduction of *eri*-culture as a hobby is proving attractive and may help to spread a profitable industry: in the upper primary schools in Angul experiments are regularly tried to show the relative value of different seeds and manures, and this year six primary schools in Chota Nagpur have helped the Forest Department by maintaining the nurseries which it requires for small trees of different kinds. Very little is now heard of the teaching of spinning in primary schools, a matter which was much discussed during the previous quinquennium. Spinning is not an art likely to be popular with small and restless boys.

204. Another way in which an improvement in work can be secured is by the provision of better furniture. At present far too many primary schools are furnished only with long benches on which the pupils sit. This arrangement encourages stooping and makes it easy for the pupils to copy each other's work. It is far better for the pupils to sit on mats (as already mentioned, it would often be possible for them to make these mats themselves) and use the benches as desks after their height has been reduced, but it is better still to have the benches cut up into bits so that each pupil may have a desk of his own. A number of schools have been re-furnished in this way with very little or no expense.

205. Lastly it would be a great help to literacy if something could be done in the way of providing village libraries; at present only too many boys who have learnt to read must lose the art owing to want of practice after they leave school. A scheme for a number of such libraries was sanctioned during the five years, but remains pending for want of funds though the non-recurring and recurring cost were to be as low as Rs. 600 and Rs. 200 a year, respectively, of which sums Government was to pay half and the local bodies or private subscribers the balance. I commend the opening of such libraries to the consideration of the wealthier men in villages. Last year I was present at the opening of a library in a village in Shahabad. That library had a room of its own, but probably use could be made in many cases of the buildings of middle or primary schools.

206. When I wrote my last quinquennial review, free education, apart from compulsion, was being provided in Saran district, in the

municipalities of Daltonganj, Samastipur and Sambalpur and in four *thanas* in Ranchi. I do not think that the result has been satisfactory in any of these cases except perhaps in the last, which is a very backward area indeed. In Saran, for instance, the roll number in the primary schools fell during the year 1930-31 by 4,594 though the number of primary schools only fell by 10, and the district inspector mentions that though no fees are charged the teachers levy various sums instead. In Samastipur some of the schools used to charge fees and others did not; it was found in 1930-31 that the former were attracting the larger number of pupils. The Sambalpur municipality has started to charge fees again, as has the Darbhanga municipality, which experimented with free education for a short time. From Daltonganj it is reported that no good purpose has been served by the abolition of fees. Apparently pupils who pay no fees and are under no compulsion to attend school are apt to be very irregular in their attendance.

207. Five years ago compulsory education for boys was in force in the Ranchi municipality and in three rural areas, i.e., the Banki union in Cuttack and the Gopalganj and Maharajganj unions in Saran. Shortly afterwards it was introduced also in the Jamhor union in Gaya. The reports from Ranchi, Banki and Jamhor are satisfactory: that from Maharajganj is very unsatisfactory and the experiment at Gopalganj failed and has been terminated.

208. At Ranchi primary education for boys has now been compulsory since January 1921, and last year the primary education officer submitted a report on its working for ten years. Most of the points which he mentioned were noticed in the review written five years ago. The first is the risk of underestimating the capital cost of compulsion, partly owing to the expense of securing sites in congested areas and partly owing to the fact that in addition to the boys required by law to attend school there are also under present conditions many who are under-age or over-age. In future schemes it will probably be best to provide six-roomed upper primary schools and four-roomed lower primary schools in congested areas and two-roomed lower primary schools only where the population is more scattered. The recurring cost of compulsion has been found to be about Rs. 11 a head for ten per cent of the male population: at Ranchi two-thirds of the cost is met from a Government grant. The figures include the cost of two attendance officers, or about one officer for each 1,000 pupils, and even so at Ranchi the average attendance is only 83·5 per cent, which shows that though parents are being required to enrol their children they are not being required to send them to school regularly. This irregularity in attendance is greatly hampering progress, and, though the figures for the number of pupils in the upper primary classes have risen steadily from 138 in 1926 to 296 in 1931, the number in class I still represents 46 per cent of the total.

209. At Banki compulsion was started with the help of a Government grant, but financial reasons made it necessary to terminate this grant at the end of the year 1930-31 and the cost is now being borne by the

district board. Here too the work done has been of value, for it has shown that compulsion is practicable in a rural area, at any rate if there is a local court before which offenders can be brought: the figures obtained have also been useful and seem to indicate the desirability of amending the Act so as to make attendance compulsory for four school sessions rather than for a period of four years beginning with the date on which a boy reaches the age of six. During the year 1931-32 a policy of concentration was adopted and the number of schools was reduced from 12 to 9, which should be ample. At Jamhor the cost of compulsion has all along been met by the district board, which last year provided the schools with the necessary buildings. In the two unions in Saran compulsion was never properly enforced and the grants given by Government towards the cost were terminated in August 1930. The Gopalganj union has since cancelled the notification declaring education to be compulsory: the Maharajganj union has not yet done so, being apparently reluctant to dispense with the services of its attendance officer. It was found in this area that the school teachers were being required to help to finance the scheme by compulsory subscriptions of Re. 1-8-0 or Rs. 2 a month. The municipalities of Muzaffarpur, Chapra and Dhanbad all wish to make education compulsory, but in each case substantial help from Government is required and this is not at present forthcoming.

210. The Auxiliary Committee has recorded the opinion that in towns "primary education is comparatively easy to provide, organize and make efficient". Notable examples of this in Bihar and Orissa are the towns of Ranchi and Jamshedpur and the new capital at Patna. Each of these has devoted considerable attention to its schools, those at Jamshedpur and Patna being all well-housed and staffed. Experience has, however, shown that the necessary improvements cannot be effected without the help of large grants from Government. Such grants are not likely to be forthcoming at present and anyhow most of the municipalities would find it difficult to raise their share of the cost required. So long as this is the case the towns will have to rest content with small schools, usually housed in unsatisfactory and insanitary premises, and the idea of concentrating the work into large, efficient schools will remain a dream.

211. The only cantonment in the province is that at Dinapore. The Cantonment Committee took over charge of the primary schools in its area during the year 1929-30 and, following a policy of concentration, reduced the number of schools from four to two, one of these being an upper primary school with two vernaculars. A scheme for rebuilding the two schools at a cost of Rs. 13,873, of which sum Government will find two-thirds, has been approved and is awaiting funds. Last year the expenditure on the schools was Rs. 3,896. The Government grant to the Cantonment Committee is Rs. 552 a year.

212. The number of night schools in the province has fallen during the five years from 802 with 17,581 pupils to 192 with 4,403 pupils. In many districts less than half of the pupils attending these schools are adults and the remainder would probably do better to attend day schools, for most of the night schools are reported to be inefficient and they are

difficult to supervise. Among successful night schools may be mentioned those at Jamshedpur, for which statistics are given later under the head of factory schools, and one established in the year 1928-29 near the Mental Hospital at Kanke. The general reputation of the schools being very poor, it is not surprising to find that at a time of financial stringency the local bodies have withdrawn their aid from many schools which have disappeared in consequence.

213. The number of school post offices has risen during the five years from 195 to 206. The rate of remuneration given by the post office authorities varies from Rs. 5 to Rs. 15. There are general complaints that postal work interferes with school work.

214. The number of trained teachers in primary schools has risen during the five years from 14,928 to 18,462. The position is discussed further in Chapter XI.

215. During the year 1930-31 it was decided that at the preliminary selection of candidates for upper primary scholarships the number of pupils chosen might be five times instead of four times the number of scholarships available. In the same way an increase, from three to four, was made last year in respect of candidates for lower primary scholarships.

CHAPTER IX.

Oriental Studies.

216. The classes of schools dealt with in this chapter are Sanskrit *tols*, Sanskrit *pathshalas* and *madrasas*. *Tols* and *madrasas* are purely classical schools. Sanskrit *pathshalas* are supposed to teach, in addition to Sanskrit, the departmental vernacular curriculum in reading, writing and arithmetic. *Maktabs* are dealt with in the chapter on primary education, since the difference between them and the ordinary primary school is not that they teach a classical language but that the vernacular used in them is Urdu and that there is provision in them for instruction in the Muhammadan religion. The following table gives statistics for the *tols*, *pathshalas* and *madrasas* :—

Class of institutions.	Recognized institutions.		Unrecognized institutions.	
	1926-27.	1931-32.	1926-27.	1931-32.
1	2	3	4	5
Sanskrit *tols* ...	260	305	24	17
Pupils in *tols* ...	8,025	9,485	461	427
Sanskrit *pathshalas* ...	762	750	42	42
Pupils in *pathshalas* ...	19,000	20,255	931	1,048
Madrasas	37	50	37	42
Pupils in *madrasas* ...	2,605	3,415	1,927	2,397

217. In July 1927, Government published the report of the committee which they had appointed in November 1925, to examine the state of Sanskrit education and to suggest improvements. Orders were passed on the report eighteen months later, after consideration of the opinions received. The appointment of special sub-inspectors, to have charge of not less than 80 Sanskrit schools each, and the creation of two research scholarships of the value of Rs. 25 a month for three years, were approved and noted for consideration as soon as funds are available. It was decided that *pandits* who have passed the *prathama* or a higher examination should be allowed, if they pass a qualifying test, to be trained in elementary training schools. The revised courses of study proposed for the Sanskrit examinations were generally approved, subject to the concurrence of the Convocation. And, finally, it was decided to reconstitute the Convocation and the Council so as to provide a large elected element in each.

218. On receipt of these orders steps were taken to reconstitute the Convocation and Council. In the first place it was necessary to prepare registers of the persons eligible to vote and then to hold elections. Finally the new Convocation of 75 members and Council of 20 members assembled in the year 1930-31. The term of office of the members is to be three years in place of five. Unfortunately financial stringency prevented the annual meeting of the Convocation, and the holding of *shastra vichara*, in 1931-32 and during that year one of the usual two meetings of the Council was dropped for the same reason.

219. It will be seen from the statistics given above that the number of Sanskrit schools is increasing gradually. The increase is mainly due to larger Government grants. In 1926-27 the recurring grant placed at the disposal of the Sanskrit Association for aiding *tols* was Rs. 30,000. In 1927-28 this figure was raised by Rs. 5,000 and in each of the next two years it was further raised by Rs. 3,000. Last year a reduction of one per cent or Rs. 410 was made as a measure of economy. With the sum available in 1931-32, 187 *tols* were aided ; there is also one *tol* in Angul aided directly by Government and one in Saran managed by a Union Board. Five years ago the number of aided *tols* was 151. The Superintendent of Sanskrit Studies writes :—

> It is gratifying to note that in a considerable number of *tols* the teachers have to some extent improved their method of teaching and the work is done more regularly than before. As a result of ceaseless and strenuous efforts on the part of my assistants and myself the *pandits* have also now begun to realize the importance and utility of imparting instruction to senior students through the medium of Sanskrit, in which the boys are required to give their answers at examinations. This has greatly helped to improve the power of speech both of the teachers and their pupils and is rightly regarded as a distinctive feature of Sanskrit education in the province.

220. The Dharma Samaj Sanskrit College at Muzaffarpur and the Sanskrit College at Puri are still the only *tols* managed by Government. The former had a roll of 201 in 1926-27 and of 268 in 1931-32 ; for the latter the figures were 116 in 1926-27 and 157 in 1931-32. The Principal of the Puri Sanskrit College has been provided with a new set of quarters. Projects for the construction of a new building and a second hostel for

the same college and a hall for the Sanskrit College at Muzaffarpur have been approved and await allotment of funds.

221. The courses of study for the Sanskrit examinations were twice revised during the five years. There is now a common *prathama* examination, followed after an interval of three years by a *madhyama* examination in which there are now two compulsory papers and four optional papers, the latter to be selected from four different groups out of eight. The *acharya* examination is now divided into four parts, each of which is normally taken after an interval of one year. It is held in 13 different groups. On passing the first two parts, a candidate is given the title of *shastri* and on passing all four parts he is given the title of *acharya*. Statistics for the examinations conducted by the Sanskrit Association are given below :—

Name of examination.	Number of examinees.		Number passed.	
	Public.	Private.	Public.	Private.
1	2	3	4	5
1926-27.				
Prathama ...	2,122	248	639	82
Madhyama ...	641	177	198	34
Acharya	634	238	208	51
1930-31.				
Prathama ...	2,399	(*a*) 597	951	(*b*) 236
Madhyama ...	922	247	306	56
Acharya	786	207	379	68

(*a*) Includes 3 female candidates.
(*b*) Includes 2 female candidates.

222. In order to give the pupils a longer period for preparation, the date of the examinations has been changed from the middle of March to the middle of April with effect from this year and consequently no examinations were held in 1931-32. During the five years several gold medals have been endowed for the benefit of successful students.

223. Although there has been a small decrease in the number of Sanskrit *pathshalas* during the five years the figures compare very

favourably with those for other classes of primary schools and there has been a distinct increase in the number of pupils. At the same time I wish that I could say with confidence that the increase in the number of pupils attending these schools is a matter for satisfaction and that I did not feel that in most cases the pupils would be receiving a better and more useful education in ordinary primary schools. The teaching of the vernacular curriculum in Sanskrit *pathshalas* is notoriously defective because most of the *pandits* know little of subjects other than Sanskrit, while the teaching of Sanskrit itself cannot at present be properly supervised. Most of the members of the ordinary inspecting staff know little of Sanskrit, while the special inspecting staff for Sanskrit schools, consisting, as it does, of only one superintendent and two assistants, is plainly inadequate for the proper inspection of the *pathshalas* as well as the *tols*. Last year, in fact, the special staff paid only 268 visits to *tols* and 119 to *pathshalas*.

224. During the five years it was decided that since the teachers of Sanskrit *pathshalas* are entitled to levy fees in the same way as the teachers of other primary schools those who do not do so cannot claim an increase in their stipends in consequence. It was also decided that *pathshalas* with only one *pandit* should not be allowed to send up pupils for the *prathama* examination, since one *pandit* cannot teach five Sanskrit classes and the departmental course in reading, writing and arithmetic also. The Superintendent presses for a revision of both these orders.

225. There is not a single Sanskrit *pathshala* for girls but there is a steady but slow increase in the number of girls in *pathshalas* for boys. The Superintendent writes :—

It is indeed surprising that while there are more than a thousand Sanskrit institutions for boys in the province there is not a single one for girls. Here in India, especially at the present time, it is the women rather than the men who are chiefly responsible for the timely observance of various religious duties and are rightly considered as custodians of the religious and moral welfare of the household life. Girls, the future women of the country, therefore stand in greater need of a working knowledge of Sanskrit than boys, who in their future life as men are in the main to be concerned with secular activities. Sanskrit education can never be expected to make real progress so long as it is kept confined to boys. A few years back there was not a single girl to be found in any Sanskrit institution, but now the number of girls is steadily increasing. Had there been some Sanskrit institution specially meant for girls, their number would have enormously increased by now, for the majority of the *Hindus* still adhere to the *pardah* and, in spite of their great desire to give Sanskrit education to their daughters, are not prepared to send them to boys' Sanskrit institutions. The difficulty is very keenly felt after the *prathama* stage, when girls are generally over 12 years of age, and cannot safely be sent to boys' *vidyalayas*. This is the reason why almost all girls, after passing the *prathama*, are obliged to discontinue their studies. In the interests of Sanskrit education it is highly desirable to open at least one Sanskrit *pathshala* for girls in each subdivision and one *tol* in each district. If funds are not available for opening further institutions, some of the existing boys' *pathshalas* and *tols* should be converted into girls' *pathshalas* and *tols* which should be staffed with elderly male teachers so long as competent women teachers are not available.

226. The question of the number of holidays to be allowed in Sanskrit *tols* and in *madrasas* was settled in the year 1929-30. The number was fixed at 154 for the senior section of Sanskrit colleges, *tols* and *madrasas* and at 137 for the junior section. These holidays include *pratipadas* and *astamis* in the case of Sanskrit *tols* and Fridays in the case of *madrasas*.

227. The difficulty which the ex-students of Sanskrit schools experience in obtaining employment still continues. Government have decided that *pandits* who have passed the *madhyama* or *acharya* examination and have a knowledge of English equivalent to the matriculation standard should be eligible for certain posts : also that the claims of *pandits* should be duly considered for one of the Sanskrit posts at each of the larger Government colleges, when opportunity arises. The Superintendent regrets that the hopes thus held out are not being realized. It is, however, plain that in making appointments the efficiency of the public service must be the first consideration and that many appointing authorities consider the matriculation course to provide a more useful training for public life than is provided by a study of Sanskrit. The same question affects students of *madrasas* also.

228. The following statistics show the total sum spent last year from public funds on Sanskrit education, other than that given in arts colleges and secondary schools, compared with that spent in the last year of the previous quinquennium :—

Item of expenditure.	Amount. 1926-27. Rs.	1931-32. Rs.
Inspection (incuding the whole cost of the office of the Superintendent and the Association)	26,938	20,606
Examination charges	11,700	10,262
Travelling allowance	2,873	1,028
Shashtra vichara	500	Nil.
Two Sanskrit colleges managed by Government	32,040	36,030
One Ayurvedic school	17,325	19,495
One managed *tol* in Saran district ...	...	240
Grants-in-aid	29,856	41,075
Stipends and rewards	9,435	9,434
Total ...	1,30,667	1,38,170
Less receipts ...	8,253	10,935
Net total ...	**1,22,414**	**1,27,235**
Add for Sanskrit *pathshalas* (including the cost of the ordinary primary education given in them)	72,983	1,00,983
Grand total ...	**1,95,397**	**2,28,218**

229. The number of recognized *madrasas* has risen during the five years from 37 with 2,605 pupils to 50 with 3,415 pupils: in 1928-29 the number was 57 with 3,680 pupils, but since then there has been a gradual fall which the Superintendent of Islamic Studies attributes to trade depression. The sum placed at the disposal of the Madrasa Examination Board for recurring grants to *madrasas* was raised steadily from Rs. 18,000 in 1926-27 to Rs. 23,000 in 1929-30: the figure has remained unchanged since then except for a retrenchment of one per cent in 1931-32.

230. The question of improving the finances of *madrasas* by charging fees was considered in the year 1927-28, and though most of them were opposed to such a change and the decision in this regard was left to the managing committees, it is significant that some of them favoured the practice on the ground that it would result in parents sending their children to school more regularly. The Superintendent of Islamic Studies was himself in favour of charging fees.

231. Of the recognized *madrasas*, one, the Madrasa Islamia Shamsul Huda at Patna, is managed by Government. Its roll at the end of the year 1931-32 was 278 against 332 five years ago. The Superintendent attributes the fall to the increase in the number of other recognized *madrasas*. The *madrasa* is now directly under the control of the Superintendent of Islamic Studies, and not, as formerly, under the Inspector of schools. During the period various improvements were made to the buildings of the *madrasa*; a new dining hall was completed, electric lights and fans were installed, water was laid on to the hostel and the grounds were extended. The hostel accommodation, however, requires to be extended still further. The English teacher was appointed to be a bursar to help the principal with the accounts.

232. The Madrasa Examination Board was reconstituted in the year 1929-30. The number of *maulavis* on the board was reduced from 6 to 5, that of the heads of *madrasas* from 3 to 2 and that of professors from 3 to 2 also, while Government reserved to themselves the right of appointing 3 ordinary members and a secretary as well as the president. The results of the examinations held by the Madrasa Examination Board were as follows:—

Name of examination.	Number of examinees.		Number passed.	
	Public.	Private.	Public.	Private.
1926-27—				
Mulla	40	...	23	...
Maulavi	19	...	17	...
Alim	34	11	23	5
Fazil	7	...	7	...

Name of examination.	Number of examinees.		Number passed.	
	Public.	Private.	Public.	Private.
1930-31—				
Mulla	67	1	40	1
Maulavi	51	7	35	2
Alim	27	2	20	1
Fazil	11	2	10	1
1931-32—				
Mulla	63	2	36	1
Maulavi	71	4	38	2
Alim	34	5	27	2
Fazil	10	1	7	...

233. Mention will be made in Chapter XXI of the committee appointed by Government to examine the syllabus prescribed by the Madrasa Examination Board. The committee has submitted its report, but Government have not yet passed orders on it.

CHAPTER X

Technical, Trade and Vocational schools for Indian boys.

234. Five years ago the total number of schools coming within the scope of this chapter, including the *ayurvedic* and *tibbi* schools at Patna, was 61 with 3,573 pupils and a direct expenditure of Rs. 8,90,613. The figures now are 70 schools with 3,303 pupils and a direct expenditure of Rs. 8,27,937. These totals, however, cover many classes of schools as the following table shows:—

Class of schools.	1926-27.		1930-31.		1931-32.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
Law schools	2	155	2	123	2	127
Medical schools	2	387	2	372	2	386
Ayurvedic and *tibbi* schools ...	2	100	2	227	2	204
Engineering and survey schools	1	167	1	114	1	103
Technical and industrial schools for boys.	31	2,060	37	2,101	38	1,741
Commercial schools ...	10	262	10	263	14	364
Technical and industrial schools for girls.	1	402	11	391	10	338
Agricultural schools for girls	1	40	1	50	1	40

235. *Law schools.*—The two law schools are the pleadership classes at Patna and Cuttack. At Patna, where the classes are held in the Law College, there were 120 pupils against 141 five years ago and the expenditure amounted to Rs. 6,840. At Cuttack the classes are held at the Ravenshaw Collegiate school. The number of pupils was 7 against 14 five years ago and the expenditure amounted to Rs. 534. In each case the expenditure was met entirely from fees.

236. *Medical schools.*—The number of medical schools still remains two. The Inspector-General of Civil Hospitals has contributed the following account of their progress :—

" As stated in the previous report, there are two medical schools in this province, one at Darbhanga and the other at Cuttack. The teaching at both the schools continues to be satisfactory.

" Eighty students are admitted at these schools every year, forty at each school. During the quinquennium 171 students passed the final examination from the Darbhanga Medical School and 167, including 3 lady students, from the Orissa Medical School. Female students are not now admitted at the Darbhanga Medical School.

" The question of raising the standard of efficiency of the licentiates as well as that of revising the syllabus is under consideration.

" The final examination of the Bihar and Orissa Medical Examination Board has been split up into two parts. The examination in part I is held at the end of the third year and that in part II at the end of the fourth year.

" The scheme for higher qualification for the licentiates has been sanctioned by Government. Sanction has also been accorded to the training in mental diseases of passed students of the medical schools at the Indian Mental Hospital at Kanke, and some students have taken advantage of this privilege.

" The students on the whole conducted themselves creditably. "

237. *Ayurvedic and tibbi schools.*—There is one school of each of these classes, maintained by Government at Patna. They are classified in the general tables as other schools. During the five years there has been a large increase in the number of pupils in each of the schools. Apart from the expenditure from provincial revenues many of the pupils of the two schools receive stipends from district funds.

238. *Engineering and survey schools.*—The only school which comes under this head is the Orissa School of Engineering. The Director of Industries has supplied the following note :—

" *The Orissa School of Engineering.*—During the period the school suffered considerable dislocation in its normal growth and progress owing to the permanent Principal having to be first suspended and then prosecuted for a series of serious irregularities and misappropriations carried on for a number of years. The prosecution resulted in his conviction and consequent dismissal from service, but the whole process

took a long time. This unfortunate affair and the attendant confusion seriously affected the working and progress of the institute. A new Principal has, however, been appointed whose final confirmation is now under consideration.

"In spite of all this the school has in the interval acquired the finest school workshops (not equipment) in the province and is also well off as regards school buildings and hostels. It has followed the Bihar College of Engineering in replacing artisans and mechanical apprentices by a single diploma course as described above."

239. *Technical and industrial schools for boys.*—The number of these schools has risen during the five years from 31 to 38. The schools that have been in existence throughout the period are :—

1. The Indian School of Mines at Dhanbad.
2. The Ranchi technical institute.
3. The Tirhut technical institute.
4. The Jamshedpur technical institute.
5. The Jamalpur technical institute.
6. The cottage industries institute at Gulzarbagh.
7. The weaving school at Bihar.
8. The school for compositors at the Government Press, Gulzarbagh.
9. The apprentice class at Dehri-on-Son.
10. The blanket weaving school at Gaya.
11. The weaving school at Khunti.
12. The Benagoria industrial school.
13. The Balasore industrial school.
14. The Phulbani industrial school.
15. The industrial class at the Hazaribagh Reformatory school.
16. The Beniadih industrial school.

17—19. The artisan schools at Katkahi, Tanasi and Pandra in Chota Nagpur.

20. The Mrs. Perin technical school at Jamshedpur.

21—29. Nine mining classes, two of them working in English and seven in the vernacular. Some of these classes are held at new centres.

Two schools have disappeared, namely the industrial school at Murhu in Ranchi and the weaving institute at Gahiri in Champaran. On the other hand, nine new schools have been opened, namely :—

1. The Government silk institute at Nathnagar, Bhagalpur.
2. The Orissa cottage industries school at Cuttack.
3. The industrial school at Chaudwar, Cuttack.

4-5. Industrial schools at Jhalda and Begunkodar in Manbhum.

6—9. Two weaving schools in Angul, one at Noatoli in Ranchi and one at Manguria in Chota Nagpur.

240. The Director of Industries has given the following account of these schools :—

"*Courses of instruction.*—An important revision of the syllabus in Government institutes has been effected during the period under review. Thus not only is more emphasis being laid on practical training in the degree course in civil engineering at the Bihar College of Engineering, but the civil engineering subordinate course has also been revised to some extent.

"During the period under review the mechanical apprentice course, intended to equip young men for the engineering trades, proved to be unworkable, mainly, if not wholly, due to lack of the promised co-operation by industry, necessitating its complete revision and replacement by a wholly institutional course of training known as the industrial diploma course. Under the new scheme an attempt is being made to impart technical training through the medium of the vernaculars. Another important feature is that no illiterate youths are admitted. Candidates for admission must have at least the middle vernacular schooling. It is too early yet to say how far these measures will serve to rationalize technical education in the province.

"In the industrial or handicrafts institutes, the courses of training have been subjected to periodic revision in the light of the experience gained, the aim being to make them more and more practical and serve occupational needs and wants of the rural and agricultural population in the most direct and practical manner possible. As a result of this, it may be stated that some at least of these institutes, if not all, are perhaps on a sounder footing than ever before.

"The variety, scope and extent of the technical education and industrial training available during the period under review are perhaps best illustrated by a brief enumeration of the different courses of instruction offered in the various institutes in the province as well as of the subjects for the study of which outside the province and abroad suitable stipends and scholarships have been granted to youths of the province. A sum of Rs. 3,01,066 was expended for such stipends and scholarships during the period under review.

(*i*) *Engineering* :—Electrical ; mechanical ; mining.

(*ii*) *Technological* :—Textiles (cotton, jute and wool); fats and oils ; fuel technology ; paper technology.

(*iii*) *Engineering trades* :—Wood-working trades ; metal-working trades ; motor mechanism ; electrical trades ; sheet-metal working ; oil engine and tractor driving.

(*iv*) *Handicrafts or industrial training* :—Leather working ; boot and shoe making ; book-binding ; printing and composition ; hand-weaving in cotton, silk and wool; carpet and durrie weaving ; tape and newar weaving ; hosiery-knitting on hand-power machines ; toy-making ; dyeing of cotton, silk and wool ; tailoring ; calico-printing by hand ; engraving ; applied arts and designing, etc.

"The number of institutes of all kinds imparting technical education and industrial training during the period has varied between 23 and 27. Of these all but 12 are private institutes aided and recognized by Government. The number of students on the roll of these institutes in 1931-32 was 2,022.

"*Ranchi Technical School.*—With sundry unimportant variations, which local opinion considered appropriate to local conditions, this school has also combined the old artisan and mechanical apprentice classes into a single industrial diploma course.

"There have been considerable additions to the workshop, class rooms, and staff in spite of the depression. The school is deservedly of increasing popularity and under pressure of the numerous applications the number of admissions has tended to be beyond the capacity of the staff and plant.

"*Tirhut Technical Institute.*—A new permanent Superintendent was appointed for the school at the commencement of the period. The new industrial diploma course was introduced in this institute in common with the other Government institutes. In addition to this, a combined oil engine and agricultural tractor drivers' class has been organized, as the use of tractors in the large agricultural area which the institute serves has shown a tendency to increase. The workshops have been enlarged to some extent by the addition of a foundry and battery house but are still inferior in size and equipment to those of other Government institutes. A project for a play-ground and hostel, which has been under consideration, had to be finally abandoned on account of financial stringency.

"*Dehri Industrial School.*—This has continued to work satisfactorily without any important change during the period under review.

"*Jamshedpur Technical Institute.*—This institute continued to work on the same lines as before during practically the whole of the period under review but towards the end of the period the Steel Company revised their technical education to such an extent as to convert the institute from a full-time day school to a part-time evening school. In addition, special reservation of seats for Bihar and Orissa was withdrawn. As a result of this Government aid, which has continued for the past 10 years, has now ceased entirely. It is interesting to note, however, that during the period that this institute has functioned with Government aid it has enabled thirty and eleven Biharis and Oriyas to secure appointments with and without contract, respectively, in the Steel Works, which is no mean achievement.

"*Evening Technical School, Jamshedpur.*—The courses offered in this school have also undergone modification. Otherwise, it has continued to function on the same lines as in the preceding period. Considerable doubt has arisen whether the present scheme is in conformity with the basic principle underlying evening trade schools in the West. The matter is now under consideration. A drawing hall was constructed during the period, for which project a Government grant was made.

"*Jamalpur Technical Institute.*—This aided Railway Institute has continued to function practically on the same lines as before. There has been a fair addition to the necessary complement of equipment. The Indian students' hostel has been further extended. In addition, the special grade apprentices of the Railway have also been placed for their practical training in this school. The trades apprenticeship or artisan course has also continued to function satisfactorily during the period under review.

"*Balasore Industrial School.*—The Balasore Industrial School is managed by the American Christian Mission. It is equipped with a very fine and modern set of wood-working machinery which is, of course, power-driven. During the quinquennium it has much improved its practical and theoretical work. The most notable new activity has been the boring of numerous small tube-wells and their equipment with wind mills at a very low cost. As at present conducted the Balasore Industrial School is the most successful in the province in bridging the great gap between the costliness of modern methods and the general poverty of the country.

"*Beniadih Industrial School.*—During the period the grant to this school at the East Indian Railway collieries at Giridih was discontinued on account of repeated bad reports on its working.

"*Chaibassa Industrial School.*—A new Mission industrial school at Chaibassa, which came into existence during the period and was given a grant, ceased to function after a brief existence.

"*Cottage Industries Institute.*—This is the premier Government institute of its kind in the province. It specializes in hand-weaving in cotton and allied crafts such as carpet, durrie, newar, and tape-weaving, dyeing and calico printing. Hosiery-knitting on hand-power machines and toy-making are also taught. All these sections have continued to work satisfactorily during the period under review.

"An important feature of the progress of this institute has been the development of an export trade in certain classes of artistic hand-made textiles such as bedspreads, *pardahs*, curtains and soft finishing of this character made in Bihar. The export to the United Kingdom alone has increased from £300 per annum in 1926 to over £700 per annum in 1931-32. A small but regular export of these fabrics to New Zealand has also come into existence during the period. In addition, these textiles have been sold as far off as Canada and the United States. These fabrics have also been exhibited annually at the British Industries Fair.

"The system of keeping accounts in the institute was commercialised by the introduction of double entry book-keeping, but after two years' trial the experiment proved to be unworkable for a teaching institute and the old system of single entry has been reverted to.

"A highly qualified designer was brought out for a period of six months from the United Kingdom to improve the designs of textiles for export. This has resulted in their enrichment considerably.

"*Silk Institute.*—This institute specializes in silk-weaving by hand. It has continued to teach successfully the art of silk-weaving by hand appliances in all departments. The rapid commercialization of the traditional silk industry at Bhagalpur led to a serious debasement of the art, which has happily been checked appreciably as a result of the endeavours of the institute to introduce better and newer designs, better dyes, and improved appliances.

"As was to be expected, the economic depression has undoubtedly affected the silk industry of Bhagalpur rather seriously. Many factories have either had to close down or have heavily curtailed their output. It is, however, gratifying to record that the hand-weavers working independently of the organized industry have fared better, which is largely due to the excellent training and technical help and advice which they have received and have continued to receive from the Silk Institute.

"*Wool-weaving Institute.*—The progress of this institute, which specializes in hand-weaving in wool, has been steady even if it has not been as spectacular as that of the other two institutes. It has to be borne in mind that this institute caters for a class of people, the *ganderis* or traditional blanket weavers of Gaya, Shahabad and Palamau districts, whose poverty, illiteracy and innate conservatism are perhaps the greatest obstacles to any appreciable change or progress within the comparatively short period during which the institute has been in existence.

"*Smaller Government institutes.*—In addition to the foregoing there are two other small Government institutes. That at Phulbani in the district of Angul offers training in hand-weaving, carpentry and smithy. The other at Bihar Sharif, known as the Half-time Weaving School, is an attempt at combining vocational training in hand-weaving and the allied crafts with general education up to the middle English standard. Both these institutes have continued to function fairly satisfactorily during the year. During the period under review small Advisory Committees have been set up for the Cottage Industries Institute and the Weaving School at Bihar Sharif, respectively, to ensure better local interest and support for them.

"*Aided handicrafts institutes.*—The following is a list of those in existence at the end of the year 1931-32 :—

(1) Benagaria industrial school.

(2) St. Rita's knitting school, Bettiah.

(3) Khunti Co-operative Home Industries Association weaving school.

(4) Katkahi technical school.

(5) Noatoli weaving school.

(6) Shelter industrial school, Cuttack.

(7) Orissa poor industry cottage, Cuttack.

"They have all continued to work satisfactorily during the period. Nevertheless, the progress registered by the Mission school at Benagaria in the Santal Parganas and the industrial section of the Mission girls' school called the "Shelter" at Cuttack deserves special mention. The basket weaving class of the latter is perhaps one of the best of its kind in India.

"*Stri Sanmilani, Patna.*—A ladies' club at Patna known as the Stri Sanmilani was induced to open an evening industrial class, to which a small grant was sanctioned. During the brief period of its existence, despite serious difficulties, it showed remarkable progress. But unfortunately internal dissension led to the discontinuance of this promising enterprise, which is to be much deplored.

"*State Technical Scholarships.*—As a result of financial stringency, these scholarships have not been awarded since the financial year 1929-1930. The number of scholars, who returned home during the period on completion of their training, was 15. The subjects studied were electrical engineering, fat and oil technology, mining engineering, fuel technology, locomotive engineering and sugar technology. With the exception of the sugar technologist and one of the two who specialized in electrical engineering, the others have unfortunately not been able to secure permanent employment on account of the depressed state of the industries since 1929.

"During the period under review a new foreign scholarship known as the Prince of Wales Fund scholarship was initiated. The interest of the fund is being utilized by the award of an annual scholarship for one year's practical training to the degree student in civil engineering standing first in the final degree examination of Patna University. The number of scholars availing themselves of this scholarship during the year was two. In addition a short term scholarship was also created for one year to enable an industrialist to avail himself of it for further specialization abroad in his line. This was awarded to a scholar for the printing industry, but unfortunately he had to return home almost immediately after his arrival in England for reasons of health."

241. *Commercial schools.*—The number of commercial schools has risen during the five years from 10 with 262 pupils to 14 with 364 pupils and the direct expenditure on such schools from Rs. 14,159 to Rs. 19,146. I have already mentioned that the classes in office work at the Government high schools were closed last year and that their teachers were placed in charge of typewriting classes elsewhere. The classes so opened were at Cuttack and Muzaffarpur. The first of these has been very successful and the income from fees has covered the cost : the second proved a failure and has been transferred to Ranchi. Of the other twelve schools, three are at Patna, two each at Gaya and Bhagalpur and one each at Arrah, Chapra, Muzaffarpur, Motihari and Ranchi. The number of schools aided by Government remains three.

242. *Technical schools for girls.*—These schools are dealt with in chapter XII.

CHAPTER XI.

The Training of Masters.

243. The training of English teachers at training colleges has been dealt with in Chapter VI and the training classes for women are mentioned in the next chapter. This chapter, therefore, deals only with the training of men as vernacular teachers for secondary and primary schools.

244. There are still five secondary training schools which are all maintained by Government. The number of elementary training schools, which was 120 in 1926-27 and 117 in 1930-31, fell last year to 78, thirty-nine more schools being closed as a measure of retrenchment. Of the 78 elementary training schools 75 are maintained by Government, two are aided and one is unaided, the three latter being all Mission schools specially intended for aboriginal students. The total direct cost of all the schools has fallen from Rs. 3,68,669 in 1926-27 to Rs. 3,12,232 in 1931-32.

245. The number of students admitted annually to each of the five secondary training schools remains 25, except at Ranchi where there is a separate section to which 15 Bengali students are admitted. The number of students in the five schools was 270 in 1931-32 or five less than in 1926-27. Owing to the financial stringency the number of stipends to be awarded annually at each of these schools was reduced in July last from 25 to 20 and in the Bengali section of the Ranchi training school from 15 to 10. The value of the stipends for matriculates was reduced at the same time from Rs. 20 to Rs. 18, and has been further reduced to Rs. 15 from March 1932. The value of the stipends for non-matriculates was raised from Rs. 10 to Rs. 15 in July 1930 and remains at that figure.

246. The secondary training schools are the only schools at which undergraduates can receive training as teachers. Unfortunately men with intermediate qualifications show little desire to join them, though trained teachers with this qualification are now allowed a special initial pay of Rs. 45 in the Vernacular Teachers' Service. Only five students with intermediate qualifications are mentioned this year. Most of the rest are matriculates, but many of them again are of poor calibre, partly because the abler matriculates always read for a degree if they can and partly because, at the present time of financial stringency, the prospects open to trained matriculates are poor. Where sufficient matriculates are not forthcoming the roll is completed by non-matriculates. On the whole, however, I think that these schools make the best of the material on which they have to work and are really useful.

247. A committee was appointed by Government in the year 1928-29 to investigate the system of recruitment for, and training in, the secondary training schools. Its report was published in June 1930. The following is a summary of the recommendations :—

(*i*) It is not desirable to admit at present into the secondary training schools men who have passed only the middle standard.

(*ii*) In making admissions preference should be given to applicants who have done well in the matriculation examination and within that preference should be given to knowledge of the vernacular.

(*iii*) Provision should be made in the arrangements for practice in teaching to give students special training in teaching in the vernacular in all classes from class VII down to class I and also in the work of teaching two classes at the same time.

(*iv*) It is not reasonable to expect middle schools to teach more than two languages.

(*v*) More time should be given to the teaching of the second vernacular and, if no other way is feasible, the course of training should be lengthened to three years.

(*vi*) Certain changes in the syllabus which had been recommended by a conference of principals and headmasters held in November, 1928, should be carried into effect.

(*vii*) The secondary training schools should keep in closer touch with each other by means either of an annual conference or of a board of studies, which should meet annually.

The new syllabus was introduced in 1930-31 and action has been taken on such of the other recommendations as require it.

248. The five schools are all well housed. The school at Patna used to stand on the site now occupied by the Science College but was moved to a new site near Ranighat during the year 1927. The Ranchi training school has been provided with a large hall, and new quarters for the headmaster and the superintendent of the hostel attached to the training school at Bhagalpur were built and occupied last year.

249. At the end of the year 1930-31, when the staff of physical instructors was reorganized, one such instructor was attached to each of the five secondary training schools. Mention of this is made in chapter XX. I have little doubt that in their new posts the physical instructors will have a better chance of showing their value.

250. Owing to the financial stringency the number of elementary training schools maintained by Government has been reduced from 116 for 17 pupils each in 1926-27 to 75 for 20 pupils each in 1931-32; of these schools 13 against 14 are now reserved for Muhammadans. The value of the stipends given to the students under training has also been reduced to a flat rate of Rs. 6; previously the rate varied from Rs. 6 to Rs. 9. The total roll of the schools is now 1,344 against 1,984 five years ago.

251. At first sight it would seem that no form of retrenchment could be less desirable than one which would restrict the output of trained teachers. It had, however, to be borne in mind, firstly, that the output of the schools, though calculated according to the normal requirements of the district boards, had become too great for the boards to absorb at a time of retrenchment and, secondly, that many of the schools were

undoubtedly inefficient. If the effect of the retrenchment is to get rid of the least efficient teachers and the schools can be thoroughly overhauled when finances improve (a scheme of reorganization has been pending for many years, as noted in the last quinquennial review), the retrenchment may prove to have been a blessing in disguise.

252. The elementary training schools are nearly all housed in buildings of brick in mud with roofs of country tiles. Many of these buildings were constructed in the years 1912 to 1914; the others are older still, and many of them are showing signs of old age. The only school so far to be rebuilt is that at Taljhari in the Santal Parganas. This was provided with new buildings last year.

253. Five years ago there were three aided training schools maintained by Missions in the Ranchi district with 66 pupils. A fourth school was opened in 1930-31, but two of them have since been closed as a measure of retrenchment. The other two have 44 pupils. There is still an unaided school at Kairabani in the Santal Parganas. It has 18 students on its roll against 8 five years ago.

254. The number of trained teachers in primary schools for boys and girls together has risen during the five years by 3,534. The following table shows year by year the number of students who have passed the examinations of the elementary training schools and training classes for women and the increase in the number of trained teachers employed in primary schools:—

Year.	Number of students who have passed the examinations of elementary training schools and training classes for women.	Number of trained teachers employed in primary schools.
1927-28	1,536	15,779
1928-29	1,554	16,509
1929-30	1,606	16,991
1930-31	1,534	17,705
1931-32	1,648	18,462

If it is correct to assume that the number of casualties among the trained teachers already employed is about 5 per cent of the total, these figures are not unsatisfactory. For instance, if the number of casualties in 1931-32 was 5 per cent of 17,705, i.e., 885 and the number of trained teachers rose in that year by 757, practically all the 1,648 students who completed their training that year must have taken to school work.

CHAPTER XII

The Education of Indian Girls and Women.

255. The progress made in the five years with the education of Indian girls and women is, I think, distinctly encouraging. During this period there has, it is true, been a decrease in the number of schools for Indian girls from 2,971 in 1926-27 to 2,725 in 1930-31 and 2,695 in 1931-32 but the number of girls attending them, which was 71,329 in 1926-27 and 70,838 in 1930-31, has now risen to 71,883 and the direct expenditure on the recognized schools has increased during the period from Rs. 7,61,039 to Rs. 8,16,444. The fall in the number of schools is more than covered by a decrease in the number of primary schools from 2,783 to 2,441. This decrease, accompanied by a rise in the number of girls reading in boys' colleges and schools from 46,869 in 1926-27 to 53,747 in 1931-32, is not a matter for regret. It shows that both local bodies and parents are realizing that at the primary stage it is seldom necessary to have separate schools for girls. And nothing short of the absence of any practicable alternative could justify the maintenance of these separate schools, nearly all of them staffed by one elderly, untrained, male teacher. Co-educational schools should provide better teaching at less cost. Incidentally, the more efficient that we can make our primary schools, the more popular should co-education become. If all the boys could be made to complete the lower primary stage by the age of ten there could be little objection to co-education from any but the most conservative parents.

256. As regards the relative cost of schools for girls and boys I find that during the five years the rise in the number of pupils in girls secondary schools has substantially reduced the cost per scholar. There still, however, remains a good deal of difference, the figures being Rs. 84·4 a year in a high school for girls against Rs. 46 in a high school for boys, while for middle English schools the figures are Rs. 31·7 against Rs. 21·3 and for middle vernacular schools Rs. 22·1 against Rs. 16·7. Conversely the fall in the number of girls' primary schools has raised the average cost per pupil from Rs. 6·8 to Rs. 7·5 while for boys' schools the figure has only risen from Rs. 5·8 to Rs. 6·3. It will be a long time before the cost of a girls' secondary school falls to the level of that of a boys' school. The social customs that keep the roll down are dying, but dying slowly: the smallness of the roll itself restricts the supply of qualified teachers and therefore raises their value; and though the motor bus is helping to solve the conveyance problem, it can at most reduce the waste of time that was formerly involved and provide a better service at little, if any, more cost.

257. The changes sanctioned during the five years in the controlling staff for girls' schools have been more or less nominal. In the year 1930 the last lady member of the Indian Educational Service took leave preparatory to retirement and the opportunity was taken to replace the post of deputy directress by one of inspectress in the provincial service. The inspectress, however, like the former deputy directress, deals instead of

the deputy director with all those cases in the office at headquarters which are connected with the education of girls. The designation of the assistant inspectresses has been changed to district inspectresses. These ladies, with occasional exceptions due mainly to ill-health, have been active in their touring. Last year they met at a conference presided over by the inspectress and I hope that the discussion of their common problems will facilitate their work.

258. Early in the quinquennium the difficulty of obtaining qualified teachers for the Government schools made it necessary to sanction a special scale of Rs. 60—$\frac{3}{2}$—90 for trained women matriculates in the Vernacular Teachers' Service. Another special scale of Rs. 40—$\frac{3}{2}$—70 for trained women teachers with lower qualifications and untrained matriculates was sanctioned subsequently. Even so, it is difficult to staff the schools properly, but presumably the difficulty will grow less as the roll number of secondary schools, and therefore of persons qualified for training as teachers, continues to rise.

259. The number of girls in the college classes of the Ravenshaw girls' school has varied from seven in 1926-27 to three in 1930-31 and five in 1931-32. These classes have been mentioned in chapter V. The Lady Principal states that "the small number is disappointing and is due to the fact that we have to depend entirely on our own students and that all students who pass the matriculation do not come up for higher education." Now that girls are beginning to attend men's colleges (the number of such girls was six in 1930-31 and four last year) the necessity for the small but expensive classes at the Ravenshaw Girls' School is becoming doubtful. The Lady Principal, however, tells me that the classes are definitely useful for some girls who, though they might later join the degree classes at the Ravenshaw College, matriculate at an age when they would be too shy to join a college for boys.

260. The number of secondary schools remains the same as last year, being 37 against 30 five years ago. During the five years the roll has risen steadily from 4,123 to 6,580.

261. There are now five high schools against four in 1926-27. The new school, which has been recognized recently, is the Makshada Girls' School at Bhagalpur, which was a middle English school last year. Four other middle English schools are developing similarly. The number of pupils in recognized high schools has risen in the five years from 814 to 1,394. St. Margaret's school at Ranchi has recently added to its usefulness by opening a section for Bengali girls. The schools at Bankipore and Ranchi have improved their buildings considerably, though the former is still much congested, as is the school at Cuttack. The school at Giridih, which at one time seemed likely to be overwhelmed by financial difficulties, has now collected a building fund of Rs. 12,400 and hopes soon to have a house of its own. An excellent building for a future girls' high school has recently been completed at Monghyr by the generosity of Babu Kedar Nath Goenka who has also provided the school with a liberal endowment. I hope that this school will develop rapidly. The

schools for which the Maharajadhiraja of Darbhanga and Raja Narpat Singh of Chakardharpur have completed buildings during the five years will also, I hope, develop so as to justify the generosity of their patrons.

262. Two mistresses from the Government high schools at Bankipore and Cuttack were sent to Calcutta last year for a course of training in physical education. Since their return they have organized the games and exercises and have started "Sports Days."

263. Music is taught in the high schools and a pupil of the Bankipore girls' school hopes to offer this subject at the next matriculation examination.

264. The high schools at Bankipore, Cuttack and Giridih have introduced different systems of self-government among their pupils and the principals comment favourably on the experiment.

265. The number of middle English schools rose from 15 in 1926-27 to 23 in 1930-31 but fell to 22 in 1931-32 as one of the schools became a high school. The number of middle vernacular schools was 11 in 1926-27 and 13 in 1929-30 but fell to the present figure of 10 in 1930-31 owing to the conversion of some of the schools into middle English schools. The roll number of the middle English schools rose during the five years from 1,619 to 3,735 but that of the middle vernacular schools fell from 1,690 to 1,461 mainly because it is the largest schools which have taken to teaching English.

266. There was a fall in the number of primary schools from 2,783 in 1926-27 to 2,474 in 1930-31 and to 2,441 in 1931-32. The reasons for this decrease have already been given. In my annual report for 1929-30 I summarised the Resolution which Government had then just issued to define their policy as regards female education, and it is gratifying to find that the stress then laid upon the importance of co-education where it is practicable is being borne in mind. I mentioned also that a new grant of Rs. 12,000 a year had been given for the primary education of girls in municipalities.

267. Though the demand for trained women teachers is as great as ever, one of the Government training classes, that at Bhagalpur, had to be closed last December as a measure of retrenchment. As a result the number of training classes is now 11, which is the same figure as that for five years ago. The small Muhammadan section of the training class at Gaya was also closed for the same reason. The number of students in training classes has increased from 180 in 1926-27 to 249 in 1931-32. There will be little real progress in the education of girls until trained women are available to staff the schools. It is, however, difficult to obtain suitable women for training and in many cases local bodies allow unqualified women and men to teach in primary schools rather than insist on their preparing themselves as teachers. The courses of study for the training classes were revised during the year 1927-28 and appear to be generally satisfactory. The scheme for the informal training by village *gurus* of their wives or relations proved unsatisfactory and was finally dropped in the year 1928-29.

268. The number of technical, industrial and agricultural schools has fallen from 13 to 11 since 1926-27. The schools at Pakur and Benagoria in the Santal Parganas and at Murhu in Ranchi have been closed, while a new school has been opened at Noatoli in Ranchi.

269. The education of Muhammadan girls and women is still specially backward owing to the *pardah* system and an apparent lack of desire on the part of the guardians to educate their girls. The number of Muhammadan girls reading in the Ravenshaw girls' school increased last year from 12 to 13, but that in the Bankipore girls' school decreased from 27 to 18.

270. Zenana education is still carried on by central gathering classes, *atu* schools and peripatetic teachers. The number of central gathering classes remained 3 till last year when one was closed; the number of pupils, however, is 70 against 51 in 1926-27. *Atu* schools have risen in number during the five years from 30 to 35 and in strength from 412 to 849. Peripatetic teachers numbered 24 with 455 pupils in 1926-27 and during the past year the number was 24 with 513 pupils.

271. The lady school medical officer appointed towards the close of the year 1928 continued her inspection of high, middle and training schools till March of this year, but owing to the need for retrenchment her post has since been held in abeyance.

272. The Girl Guide movement is making steady progress in various centres, of which Ranchi is perhaps the most important.

273. The number of scholarships won by girls in 1926-27 was 5 middle, 22 upper primary and 240 lower primary. This year the figures are 9 middle, 34 upper primary and 240 lower primary.

274. The yearly examination in hygiene and needlework introduced by Lady Stephenson was held for the first time in January 1929 and medals and diplomas were granted to the successful candidates. The examination is open to all girls and women of the province and has been repeated in each of the last three years. A steady increase in the number of candidates testifies to the popularity and usefulness of the innovation.

275. The inspectress sums up the work of the five years in the following terms :—

> Comparing the statistics for the number of schools and pupils attending them for the years under review, considerable progress is noticeable, but the present financial stringency will, I fear, be a great set-back. On every side requests come in for funds for improvements to existing schools or to aid in starting new ones and the reply has to be a discouraging one. A substantial increase in the grant for the education of girls and women is the only solution that will combat the present backwardness of the province.

CHAPTER XIII.

The Education of Europeans.

276. During the quinquennium the number of European schools remained 21. Five of them are still secondary and 16 primary. Six of the schools are boarding schools. The number of boarders at the end of the period was 681.

277. The number of pupils has risen steadily from 1,370 five years ago to 1,624 on 31st March 1932. The total expenditure has risen in the five years from Rs. 3,13,764 to Rs. 4,22,073, the details being as follows :—

	1926-27	1931-32.
	Rs	Rs.
Provincial revenues	1,08,150	1,22,705
Fees	1,15,034	1,81,956
Other sources	90,580	1,17,412
Total ...	**3,13,764**	**4,22,073**

The expenditure from provincial revenues in 1931-32 includes Rs. 9,291 for capital grants. This item naturally fluctuates ; five years ago the figure was Rs. 4,544. The figure for " other sources " is also subject to wide fluctuations on account of capital charges.

278. The work of the Inspector of European schools is still done by one of the divisional inspectors, who receives an allowance of Rs. 150 a month on this account. It is satisfactory to learn that the inspector has found it possible to visit all the schools during each of the past three years.

279. During the quinquennium the buildings of the Bishop Westcott Boy's School at Namkum were satisfactorily completed and the eastern part of St. Michael's School at Kurji was demolished and rebuilt so as to provide a fine dormitory, a hall and ample accommodation for bathing. St. Michael's School at Kurji, the Stewart School at Cuttack and St. Joseph's Convent at Cuttack were fitted with electricity.

280. The statistics for the Cambridge examinations are as follows :—

	1926-27.		1930-31.		1931-32.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
School certificate examination ...	1	1	17	11	23	14
Junior local examination ...	9	6	32	14	47	25
Preliminary examination ...	26	11	46	31	48	42

In 1931-32 three girls were sent up for the matriculation examination of Patna University and all of them passed.

281. In the last quinquennial review I mentioned that in the year 1926-27 St. Michael's School at Kurji sent up 13 candidates for the Patna University matriculation examination and did not present any candidates for the Cambridge examinations. Next year, however, those secondary schools which had applied for recognition as high schools with a view to presenting candidates at the matriculation examination withdrew their applications and decided that they would continue to prepare candidates

for the Cambridge examinations. The question which examination is the more suitable continues to be discussed. The inspector writes as follows :—

I have discussed the question whether the Cambridge examinations should give way to the Patna University matriculation with principals and headmasters. We all have open minds on the subject. At present the balance of argument seems to be in favour of retaining the Cambridge examinations. They are a series of examinations and the Junior marks the stage at which many pupils, especially girls, end their school life. On the whole the papers are more educationally sound, and in my experience the School Certificate is held in higher repute than the Indian matriculation examination. There is therefore no handicap. The Calcutta University, I believe, allows the I.A. examination to be taken in one year by holders of the School Certificate in certain groups of subjects. The schools, however, at present allow their whole curriculum to be controlled by the examination, which leads in my opinion to a far too purely literary school especially in the case of girls. More emphasis should be laid in these schools on such subjects as needlework and cutting out of garments, hygiene and infant care. In boys' schools there should be a corresponding emphasis on such subjects as geometrical and mechanical drawing, woodwork and modelling.

282. It may be of interest to note that music is taught in the girls' secondary schools and in the kindergarten sections of all the schools, simple unison singing and eurhythmics finding a place in the curriculum. Most of the elementary schools have well conducted kindergarten sections.

283. Besides the usual games, which are played in all the schools, St. Michael's School at Kurji has a cadet corps and the schools at Cuttack and Namkum have efficient troups of scouts.

284. The prefect system is strongly developed in the Stewart School at Cuttack and is in vogue at the other secondary schools for boys. A sense of responsibility is cultivated in the bigger girls in the girls' schools by giving them definite duties. The ordinary system of supervised preparation is followed in boarding schools. No experiments seem to have been made yet with the Dalton plan or other types of self-study.

285. The table below shows what proportion the enrolment in each class of the primary department bears to the total enrolment of that department:—

—	Number of European and Anglo-Indian children in—			Percentage in—		
	1926-27.	1930-31.	1931-32.	1926-27.	1930-31.	1931-32.
1	2	3	4	5	6	7
Class I ...	640	664	656	52·1	49·8	48·6
Class II ...	162	157	184	13·2	11·8	13·6
Class III ...	155	170	143	12·6	12 8	10·6
Class IV ...	128	149	171	10·4	11·2	12·7
Class V ...	83	116	111	6·8	8·6	8·2
Class VI ...	60	77	85	4·9	5·8	6·3
Total ...	**1,228**	**1,332**	**1,350**	**100**	**100**	**100**

These figures prove that stagnation in the infant class continues in European as in Indian schools; in 1926-27 of 100 children in classes I to VI only 47·9 had passed out of class I and the figure in 1931-32 was only 51·4. The main cause of the stagnation is the floating nature of the Railway population, which prevents systematic continuous progress in one school. Another cause is the over-indulgent attitude of Anglo-Indian parents, which often leads to starting education late and to irregularity. Also in many of the primary schools the roll number is so small that one teacher has necessarily to be placed in charge of several classes.

286. The number of Indians in European schools is rising steadily. In the 21 schools it was 85 in 1926-27; now it is 189.

287. The secondary schools and one of the primary schools are maintained by religious orders. The terms of appointment of the lay teachers in these schools are regulated by definite rules and agreements. The system is reported to be working satisfactorily. The other schools are all maintained by railway authorities, who have their own rules for the staff. The number of teachers in the European schools is shown below:—

	1926-27.	1931-32.
Total number	91	113
Trained...	54	77
Graduates	4	11

288. The tuition fees charged in European schools are not uniform. In elementary schools the monthly rates vary from Re. 1 to Rs. 7-8-0 and in secondary schools from Rs. 4 to Rs. 15.

289. The capital expenditure on European schools during the period under review was as follows:—

Sources of expenditure.	High schools.	Middle English schools.	Primary schools.	Total.
1	2	3	4	5
1927-28.	Rs.	Rs.	Rs.	Rs.
Government funds	...	857	730	1,587
All other sources	...	16,903	6,696	23,599
Totals ...	...	**17,760**	**7,426**	**25,186**
1928-29.				
Government funds	20,466	...	316	20,782
All other sources	11,321	...	3,988	15,309
Totals ...	**31,787**	...	**4,304**	**36,091**

Sources of expenditure.	High schools.	Middle English schools.	Primary schools.	Total.
1	2	3	4	5
1929-30.	Rs.	Rs.	Rs.	Rs.
Government funds	49,680	...	...	49,680
All other sources	9,706	...	4,522	14,228
Totals ...	**59,386**	...	**4,522**	**63,908**
1930-31.				
Government funds	58,972	...	350	59,322
All other sources	62,483	...	6,509	68,992
Totals ...	**1,21,455**	...	**6,859**	**1,28,314**
1931-32.				
Government funds	6,493	...	2,798	9,291
All other sources	26,928	...	10,940	37,868
Totals ...	**33,471**	...	**13,738**	**47,159**

CHAPTER XIV.

The Education of Muhammadans.

290. According to the census of 1931 Muhammadans form 11·32 per cent. of the population of Bihar and Orissa. The number of Muhammadan pupils is shown in the following table :—

Year.	Total number of scholars in the province.	Number of Muhammadan scholars in the province.	Percentage of Muhammadan scholars to total number of scholars
1926-27	1,108,488	144,931	13·1
1930-31	1,081,814	142,298	13·2
1931-32	1,094,676	148,141	13·5

The figures show that for all stages of instruction together Muhammadans remain ahead of the general level of the province : it is remarkable also that during the five years the number of Muhammadan pupils should have risen while that of other pupils has fallen. For the higher stages of instruction the percentages are as follows :—

Year.	Percentage of Muhammadan scholars to total number of scholars in college stage.	Percentage of Muhammadan scholars to total number of scholars in high school stage.	Percentage of Muhammadan scholars to total number of scholars in middle stage.
1926-27	14·8	11·9	7·3
1930-31	14·9	13·3	8·7
1931-32	14·7	13·4	9·4

It will be seen that Muhammadans are making steady progress in secondary schools, being well ahead of the average in the high school stage. The improvement in the middle stage is partly due to increased facilities for teaching through the medium of Urdu in middle schools. With regard to this the following figures are relevant:—

Year.	Number of middle schools providing Urdu teaching.	Number of upper primary schools providing Urdu teaching.
1926-27	178	220
1930-31	255	304
1931-32	275	337

291. During the period under review allegations were made that a number of local bodies were not doing their duty towards Muhammadan education. These allegations were carefully examined, and Government made definite suggestions in those cases where there seemed to be any *prima facie* ground for complaint. The local bodies concerned have generally accepted the suggestions, but in some cases they have been unable to give effect to them at present owing to the lack of funds.

292. The expenditure from public funds incurred specially for the benefit of Muhammadan pupils is shown in the following statement:—

Item of expenditure.	Amount. Rs.
Inspection, i.e., the Superintendent of Islamic studies, the special inspecting officers for Muhammadan education, the inspecting *maulavis* and the lady superintendent of Muhammadan *atus*	39,988
Examination charges	2,554
Madrasa managed by Government ...	26,384
Grants-in-aid to *madrasa*	21,488
Institutions chiefly intended for Muhammadans, i.e., elementary training schools for Muhammadans, schools and classes conducted on an Urdu basis and the *tibbi* school	1,87,942
Scholarships, stipends and rewards ...	13,931
Recurring expenditure on hostels for Muhammadans. ...	7,656
Total	2,99,943
Less receipts ...	595
Net total ...	2,99,348
Add for *maktabs* (including the cost of the ordinary primary education given in them) ...	3,80,936
Grand total	**6,80,284**

The figures show an increase of Rs. 15,666 over those for the previous year : the figures given five years ago were incomplete and do not furnish a fair basis for comparison.

293. The different types of institutions for Muhammadans have been or will be noticed in the appropriate chapters of this report. *Madrasas*, for instance, are dealt with in the chapter on oriental studies and *maktabs* in the chapter on primary education. A summary is, however, given here for convenience.

294. The number of recognized *madrasas* rose during the five years from 37 to 50 and that of their pupils from 2,605 to 3,415. The direct expenditure on them rose from Rs. 1,01,752 in 1926-27 to Rs. 1,25,650 in 1931-32 ; of these totals Rs. 39,860 and Rs. 49,757, respectively, were received from public funds. The annual allotment for grants to aided *madrasas* was raised during the five years from Rs. 18,000 to Rs. 23,000 but was reduced by one per cent in 1931-32. The report of the committee appointed to examine the *madrasa* syllabus is being considered by Government.

295. The number of recognized *maktabs* fell during the five years from 3,477 to 3,347, in conformity with the general fall in the number of primary schools, but the fall appears to have been arrested, for last year the number of *maktabs* rose by 60. The number of pupils rose during the five years from 86,384 to 87,347. The direct expenditure on *maktabs* rose from Rs. 4,86,360 to Rs. 5,41,031, of which totals Rs. 3,19,579 and Rs. 3,80,936 respectively were met from public funds.

296. In my report for the last quinquennium I mentioned certain difficulties as to the pay to be given to *maulavis* in primary schools : the trouble arises from the fact that many *maulavis*, though learned in their own subject, are not able to teach the full primary course. It has since been decided that *maulavis* who have passed the *maulavi* examination or a higher examination should on receipt of a district inspector's certificate of competence be deemed equivalent to teachers trained on the middle vernacular basis. In other cases they are treated as untrained teachers who have passed the middle standard. Similar orders have been issued regarding Sanskrit *pandits*.

297. The number of unrecognized schools for Muhammadans rose during the five years from 317 to 374 and that of their pupils from 7,920 to 9,486. These institutions are of many kinds : some of them are only *maktabs* with a syllabus of their own.

298. As mentioned in chapter XI, one of the elementary training schools for Muhammadans was closed last year as a measure of retrenchment and the number of such schools fell in consequence from 14 to 13. The small Muhammadan section of the women's training class at Gaya was also closed for the same reason.

299. The number of Muhammadan inspecting officers and teachers is as follows:—

In the special inspecting staff.

	1926-27.	1931-32.
Superintendent of Islamic Studies ...	1	1
Special inspecting officers for Muhammadan education.	5	5
Inspecting *maulavis*	21	24
Lady superintendent of Muhammadan *atus*	1	1

In the ordinary inspecting staff.

	1926-27.	1931-32.
District inspectors	6	7
Deputy inspectors	6	7
Sub-inspectors...	36	32

In the teaching staff.

	1926-27.	1931-32.
In secondary schools:—		
Men	Figures are not available.	915
Women		5
In primary schools:—		
Men		4,381
Women		426

300. The number of middle, upper primary and lower primary scholarships won by Muhammadans has been as follows :—

Year.	Class of scholarship.		
	Middle.	Upper primary.	Lower primary.
1926-27	30	15	119
1930-31	26	24	119
1931-32	21	22	116

The increase in the case of upper primary scholarships is due to the issue of orders in 1930-31 reserving three scholarships for Muhammadans in Purnea, two in Darbhanga and one each in the other districts of the Patna, Tirhut and Bhagalpur divisions and in Hazaribagh.

CHAPTER XV.

The education of special classes.

301. The aboriginal population of the province, as recorded at the census of 1931, was as follows:—

Division.	Christian aborigines.			Non-Christian aborigines.		
	Males.	Females.	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7
Patna ...	12	7	19	80,528	83,399	163,927
Tirhut ...	...	...	...	23,104	22,277	45,381
Bhagalpur ...	6,150	6,114	12,264	549,852	555,825	1,105,677
Orissa ...	719	768	1,487	142,630	151,815	294,445
Angul ...	...	...	...	29,177	31,370	60,547
Chota Nagpur ...	141,121	143,225	284,346	1,155,079	1,177,035	2,332,114
Total ...	**148,002**	**150,114**	**298,116**	**1,980,370**	**2,021,721**	**4,002,091**

302. The following statement shows the number of pupils of these classes attending school or college :—

Division.	1926-27.				1931-32.			
	Christian aborigines.		Non-Christian aborigines.		Christian aborigines.		Non-Christian aborigines.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1	2	3	4	5	6	7	8	9
Patna ...	25	5	33	...	26	21	49	...
Tirhut ...	...	...	217	15	16	...	339	2
Bhagalpur ...	1,186	743	17,235	690	1,261	1,037	13,951	445
Orissa ...	176	16	3,781	132	81	38	2,053	193
Angul ...	...	...			...	...	1,466	278
Chota Nagpur	17,573	7,208	29,871	783	19,645	9,633	27,918	1,036
Total ...	**18,960**	**7,972**	**51,137**	**1,620**	**21,029**	**10,729**	**45,776**	**1,954**

303. For Christian aborigines the percentage at school is 14·2 for males against 17·18 five years ago, the percentage for females remaining unchanged at 7·15. The fall in the former case is no doubt mainly due to economic causes, but the number of Christians has risen in the last ten years by more than a third so the figures may also be affected by the illiteracy of recent converts. In any case the statistics remain a remarkable tribute to the work of the missionaries as a comparison with the figures for non-Christian aborigines shows. Here the percentage for males was 2·31 against 2·91 five years ago, the percentage for females remaining unchanged at ·09.

304. The following table shows the stages of instruction reached by aboriginal pupils :—

Stage of instruction	Christians, 1926-27.		Non-Christians. 1926-27.		Christians, 1931-32		Non-Christians, 1931-32.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1	2	3	4	5	6	7	8	9
College stage ...	53	...	9	...	39	...	9	...
High stage ...	445	35	146	..	574	83	146	...
Middle stage ...	950	260	612	...	1,407	409	853	3
Primary stage ...	16,946	7,295	49,832	1,614	18,395	9,762	42,605	1,846
In special schools	396	380	190	4	417	407	178	9
In unrecognized schools.	170	2	348	2	197	68	1,985	96
Total ...	18,960	7,972	51,137	1,620	21,029	10,729	45,776	1,954

305. The special staff for the inspection of schools for aborigines now consists of one deputy inspector and six sub-inspectors in the Santal Parganas, one sub-inspector in Monghyr and five sub-inspectors in Ranchi. In addition to the special staff mentioned above, several members of the ordinary inspecting staff in the aboriginal areas are aborigines by birth.

306. The number of Government elementary training schools reserved for aborigines remained four until August 1931 : they were at Chakai in Monghyr and at Taljhari, Pabia and Dhanukpuja in the Santal Parganas. In August 1931 the school at Dhanukpuja was closed as a measure of retrenchment. At the beginning of the year 1932 the schools at Chakai and Pabia were also closed for the same reason, it being found that the school at Taljhari could supply sufficient trained teachers to replace the casualties likely to occur among the trained teachers already employed. In addition to the Government schools there are two aided training schools for aboriginal men, both at Ranchi : last year there were

four such schools and five years ago there were three, but financial reasons have led to the closing of the old school at Gobindpur and the new school at Simdega. The unaided school at Kairabani in the Santal Parganas has done useful work throughout the five years. There are also four aided training classes for aboriginal women against three five years ago.

307. The number of special schools for aboriginals is nil in Patna, 18 in Tirhut and 11 in Orissa against one, 12 and 21 five years ago : in Chota Nagpur, the Santal Parganas and the Khondmals the question of reserving schools for these pupils does not arise as a large number of the ordinary schools are attended only or mainly by aboriginals.

308. Two senior and seven junior scholarships and ten special free studentships in colleges are still reserved for aboriginal students. In 1931-32 aboriginals won seven middle, nine upper primary and 63 lower primary scholarships. Five years ago the figures were 5, 6 and 73.

309. Mention is made in a later chapter of the Santali books produced by the district committee in the Santal Parganas during the five years. During the year 1930-31 Bengali was substituted for Hindi as the vernacular to be taught with Santali in the Santal schools in the Pakur and Jamtara subdivisions. The apparent futility of the teaching of the Kui language was mentioned in my last quinquennial review and Government have since decided that the only literature or script taught in the Khondmals should be Oriya, though Kui will necessarily continue in use as an oral medium of instruction in the lower stages.

310. It is impossible to give an approximate estimate of the sum spent on the education of aborigines, since in areas inhabited mainly by these people almost the whole expenditure on schools is intended for their benefit. Taking into account, however, only expenditure definitely earmarked for aborigines, the following figures may be given :—

Item.	1926-27.	1931-32.
	Rs.	Rs.
Special inspecting staff	18,226	16,072
Aided training schools for men ...	8,460	10,565
Aided training classes for women ...	9,060	11,344
Government training schools	10,128	8,346
Special scholarships and free studentships	3,792	3,906
Special schools in Patna, Tirhut and Orissa	4,307	4,477
Total ...	**53,973**	**54,710**

In addition aborigines are allowed a specially low scale of fees at all Government schools.

311. The number of members of the untouchable or depressed classes in the province is as follows :—

Name of division.	Number. Males.	Females.	Total.
Patna	11,181	10,885	22,066
Tirhut	21,368	21,366	42,734
Bhagalpur	57,024	56,814	113,838
Orissa	402,417	434,526	836,943
Angul	14,018	14,613	28,631
Chota Nagpur	55,587	53,498	109,085
Total ...	**561,595**	**591,702**	**1,153,297**

312. The number of members of these classes at school is shown below :—

Name of division.	1926-27.		1931-32.	
	Males.	Females.	Males.	Females.
Patna	123	...	196	17
Tirhut	364	13	160	1
Bhagalpur ...	2,346	87	3,010	190
Orissa	17,255	2,009	15,928	1,864
Angul	...	...	1,160	170
Chota Nagpur ...	2,708	101	2,209	66
Total ...	**22,796**	**2,210**	**22,663**	**2,308**

313. The percentage of the population of these classes now at school is 4·04 for boys and ·39 for girls against 4·76 and ·42 five years ago. It will be seen that the figures for pupils remain almost constant, in spite of the rise in population during the ten years. I do not, however, regard this as altogether unsatisfactory, for one would expect these classes to be specially affected by the economic conditions. The Inspector in Orissa writes :—

> The figures show a slight decrease in the number of pupils in 1931-32 as compared with those of the last quinquennium, but on the whole the condition of the untouchable pupils has improved considering the general decrease in the number of pupils of all classes during the last five years. They are now found in larger numbers in ordinary schools in which teaching is more efficient than in the special primary schools intended for them. It is gratifying to note that caste prejudices among the higher class Hindus in rural areas are not so strong as before. I have seen untouchable pupils sitting with pupils of higher castes in class rooms in almost all schools visited by me in 1931-32.

This testimony from Orissa, which I can confirm, is important, for caste prejudice has always been stronger in Orissa than in other parts of the province.

314. The stages of instruction reached by these pupils are shown in the following table. The figures are distinctly encouraging.

Stage of instruction.	1926-27.		1931-32.	
	Males.	Females.	Males.	Females.
College stage ...	...	...	2	...
High stage ...	7	...	78	...
Middle stage ...	52	...	117	1
Primary stage ...	22,364	2,210	21,320	2,234
In special schools ...	177	...	181	...
In unrecognized schools	196	...	965	73
Total ...	**22,796**	**2,210**	**22,663**	**2,308**

315. The number of special schools for these classes is shown in the following table:—

Name of division.	1926-27.		1931-32.	
	Schools.	Pupils.	Schools.	Pupils.
Patna	3	130	4	91
Tirhut	3	75	3	79
Bhagalpur ...	9	232	42	1,105
Orissa	206	5,186	160	4,724
Angul			14	242
Chota Nagpur ...	1	10	1	11
Total ...	**222**	**5,633**	**224**	**6,252**

The district committee of the Santal Parganas is reported to have set apart money every year for new schools for the depressed classes.

316. Five special inspecting officers for these classes were appointed by Government in the year 1927-28, namely, a senior officer for Orissa, one junior officer for Patna and Tirhut and one for each of the three remaining divisions. The post of peripatetic teacher for schools in the Balasore district, formerly maintained by the district board, was abolished at the same time. For reasons of economy it was decided to discharge the four junior officers at the end of February 1932, but it has since been decided to retain them for a further period. Besides the Government inspecting staff, the Salvation Army Officer in Angul takes special interest in the education of the *pans* in that district.

317. Like aboriginals, members of the untouchable classes are allowed a specially low scale of fees at all Government high schools. Also, at all secondary schools managed or aided by Government, where less than half of the pupils are aboriginals or untouchables, the untouchable pupils have been exempted until further orders from the payment of fees, and local bodies have been requested to grant the same facilities in the schools under their control.

318. The rules under the Local Self-Government Act authorize capitation allowances for teaching pupils of these classes and such allowances are given in some districts but they have been withdrawn in others owing to the financial stringency. In Saran rewards are given to *dom* parents for sending their children to school. The district board, however, is dilatory in its payments and it is reported that in consequence of this and the withdrawal of capitation allowances both parents and teachers are being discouraged and the number of pupils is falling.

319. The number of scholarships won by members of these classes during the year 1931-32 was one upper primary and 13 lower primary against one middle, one upper primary and 12 lower primary five years ago.

320. The expenditure specially incurred for the benefit of untouchables may be stated as follows:—

	1926-27.	1931-32.
	Rs.	Rs.
Special schools	29,109	35,423
Capitation grants and rewards to parents	4,949	(*a*)
Stipends tenable in the Cuttack middle English school.	660	896
Special inspecting staff	510	7,139
Total ...	**35,228**	**43,458**

321. The number of members of the criminal tribes in the province is as follows:—

Name of division.	Number of persons.
Patna	677
Tirhut	1,363
Bhagalpur	2,286
Orissa	...
Chota Nagpur	1,329
Total ...	**5,655**

Of these, 282 males and five females were at school in Bhagalpur, 75 males and 19 females in Tirhut and 12 males in Chota Nagpur. Four had reached the high stage and eight the middle stage; the others were in the primary stage. None of them won scholarships. There are five schools specially intended for these boys, two in Tirhut and three in Bhagalpur.

(*a*) Information is not available.

322. The following table gives statistics for the factory schools in the province:—

Serial number.	Name of school.	Number of schools.	Number of children employed in the factory.		Number of children at school who are employed or are children of employees.		Number of children at school who are not connected with the factory.		Expenditure from—					
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Govt. funds.	Dist. funds.	Munpl. funds.	Fees.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	Peninsular Tobacco Factory School, Monghyr.	1	78	...	21	...	...	...	...	123	...	...	...	123
2	East Indian Railway Colliery and Great Indian Peninsular Railway Colliery schools in Hazaribagh.	16	733	1	600	1	133	...	...	...	...	...	4,761	4,761
3	Colliery schools in Manbhum.	35	1,093	134	927	129	166	5	...	3,614	...	1,806	5,200	10,620
4	Night schools at Jamshedpur.	7	164	..	411	...	...	...	*1,500	..	1,255	881	7,455	11,091
	TOTAL ...	59	2,068	135	1,959	130	299	5	1,500	3,737	1,255	2,687	17,416	26,595

Five years ago there were 50 of these schools with a total roll of 1,922. There are now 26 more colliery schools in Manbhum, which is encouraging, and the number of schools at Jamshedpur has risen from 6 to 7, but 13 East Indian Railway colliery schools in Hazaribagh and five mica mines schools in Giridih have disappeared, largely, no doubt, owing to the serious financial difficulties of the Hazaribagh district board, which derives much of its income from the collieries and is therefore suffering from the depression in the coal trade.

323. The number of Jains mentioned in the reports is shown in the following table :—

	1926-27.	1931-32.
In colleges	4	4
In secondary schools	54	113
In primary schools	137	148
In special schools	...	2
In unrecognized schools	73	121
Total ...	**268**	**388**

A nice building for a Jain school at Ranchi was erected last year by Rai Bahadur Ratan Lal.

CHAPTER XVI.

The Education of Defectives.

324. The number of blind and deaf-mute children in the province enumerated at the last census, and the number attending special schools, are shown in the following table :—

—	Blind.			Deaf-mute.		
	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7
Total for the Province ...	23,018	24,736	47,754	14,709	9,294	24,003
Total for the Province over 5 and under 20 years of age.	4,799	2,978	7,777	5,805	3,503	9,313
Total for the Province at special schools during—						
1926-27 ...	49	21	70	Nil	Nil	Nil
1930-31 ...	60	19	79			
1931-32 ...	69	23	92			

325. There are two schools for the blind, one at Ranchi and the other at Patna. The Ranchi school, which is managed by the S. P. G. had 67 children at the end of the quinquennium against 60 five years ago. The direct cost in 1931-32 was Rs. 7,243 towards which Government contributed Rs. 2,872 and the local municipality Rs. 120. A further sum of Rs. 3,406 was spent on buildings, towards which

Government contributed Rs. 2,880. A good deal more could profitably be spent on improving the residential accommodation.

326. The school at Patna had 25 children on the roll at the end of the quinquennium against 10 five years ago. Its cost last year was Rs. 5,147, of which Government contributed Rs. 2,580. The institution was provided with a substantial set of buildings during the year 1930-31. One of the teachers, himself blind, passed the I. A. examination during the year 1931 and is now reading for the B. A. degree. The problem of the after-careers of the pupils is causing anxiety to the managing committee, who find that boys once admitted to the school do not want to leave it.

327. There is no school in the province for the education of deaf-mutes, but there is a teacher at the Reformatory school who has been trained to teach the deaf-mute boys occasionally sent to that school. Some of the district boards still maintain deaf-mutes at the Deaf and Dumb school in Calcutta.

328. Another special school which is usually mentioned in this chapter is that attached to the leper asylum at Purulia ; it had 231 pupils on its rolls at the end of the quinquennium against 143 five years ago. The cost last year was Rs. 3,201, towards which Government contributed Rs. 713.

329. There is no institution in the province for the education of mentally deficient children nor are there any statistics to show the number of such children. Indeed such statistics could hardly be compiled unless both education and medical inspection were made compulsory.

CHAPTER XVII.

The Hazaribagh Reformatory School.

330. The number of boys on 31st March 1932 fell to 228 in the school and 15 on licence against 354 in the school and 36 on licence five years ago. Owing to the operation of the Bengal Childrens Act, 1922, juvenile offenders from Calcutta and Howrah are not now sent to Hazaribagh but to the Alipur Reformatory and Industrial school. The number of boys from Bengal has therefore fallen during the quinquennium from 216 to 86 ; that from Bihar and Orissa has risen from 113 to 137 and that from Assam has fallen from 9 to 5. The fall in numbers has both advantages and disadvantages. It makes for better supervision : on the other hand it necessarily increases the cost of each pupil, and the buildings, which can hold 400, are not being used to their full capacity.

331. The five years have seen the workshop steadily improved. A new roof was completed in 1927-28 and among other additions there are new lathes, a brass foundry, a paint-spraying machine and an electro-plating plant.

332. The range of trades taught continues to be wide, as may be seen from the following list :—painting and polishing, tin-smithy, cane work, weaving, carpentry, blacksmithy, shoe-making, book-binding, tailoring,

moulding, fitting and turning, motor repairing, masonry and typewriting. *Dhobi's* work and agriculture as trades were abolished during the year 1932. The reason was partly economy, but over and above this I have never felt that the boys taught agriculture were likely after their discharge to command a wage which would render them unlikely to relapse into crime.

"333. In addition to the industrial classes, literary instruction is given up to the upper primary standard and the physical education of the boys continues to receive proper attention, a new gymnasium having been completed during the year 1928 29. Religious and moral instruction are given also.

334. The artizan class for outside boys has proved a success and in 1930-31 the maximum size of the class was raised from 30 to 50. During 1931-32 the number on the roll varied from 28 to 33.

335. The gross cost of the school in 1931-32 was Rs. 1,00,042, of which sum provincial revenues contributed Rs. 95,980. Of the balance Rs. 3,340 represents the sum credited into the treasury on account of sale proceeds from the workshop (over and above the amount spent on materials), from the farm and dairy and from other miscellaneous sources. The balance of Rs. 722 was contributed by the Orissa States. With the fall in the roll the staff has been substantially reduced and next year's figures should show a considerable saving in the total expenditure, though the share payable by Bihar and Orissa is rising steadily as the number of boys from Bengal falls.

336. The health of the boys continues to be generally satisfactory. Last year there were no deaths, but the hospital figures were swollen by an epidemic of influenza and mumps. The recent re-building of the kitchen and latrines is a great improvement. The hospital itself was much improved during the year 1928-29.

337. After the pupils leave the school they are kept under surveillance for two years. The following figures show as accurately as possible what they are doing at the end of the second year:—

Boys whose period of surveillance was completed during the years:—	Employed.	Unemployed.	Re-convicted.	Placed under police surveillance.	Dead.	Untraced.	Total.
1	2	3	4	5	6	7	8
1917—22 ...	354	20	79	13	5	36	507
1922—27 ...	329	35	16	13	.	32	426
1927—32 ...	227	21	38	33	4	83	406

The figures for the past five years, particularly those in the seventh column, are disappointing, and perhaps show that the educational staff is not as interested in the ex-pupils as it should be. Of every thirteen untraced boys ten are residents of Bengal.

CHAPTER XVIII.

Unrecognized Institutions.

338. These institutions fall mainly into four classes, i.e., venture schools which have not yet secured recognition, schools of the old indigenous type which do not follow any departmental course, schools which have lost recognition, and national schools. Where no aid is given from public funds, it is often difficult to draw the line between recognized and unrecognized schools, and schools are sometimes classified one year under the former and next year under the latter head. The figures are also apt to be inaccurate because no unrecognized school is under any obligation to submit returns to the department.

339. The information available indicates that the number of unrecognized schools increased from 1,749 in 1926-27 to 1,896 in 1930-31 and 2,178 in 1931-32 and that the number of pupils in those years was 42,998, 50,645 and 56,189 respectively. I believe, however, that these figures indicate changes of classification among schools already in existence rather than the opening of 400 new schools.

340. The number of national schools was 15 with 699 pupils on 1st April 1932, against 36 with 1,841 pupils on the 1st July 1927.

CHAPTER XIX.

Text-books, Publications and Literary Societies.

341. The number of members who constitute the text-book committee remained 21 during the quinquennium. Complaints having been received that the examination of books took too much time, it was decided in 1929-30 that three meetings should be held annually instead of two; that the preliminary review of books should be abolished, and that only two reviews instead of three should be made of each book submitted. The result has been that the increase in the number of pending books, which was 889 in 1927, 1,394 in 1930 and 1,761 in 1931, has been almost checked, the figure for 1932 being 1,784. It is, however, very desirable that the committee should bring its work up to date.

342. The committee has now the option of recommending as suitable for use in libraries or as prizes books found unsuitable for use as text-books.

343. I mentioned last year that Government had ruled that if any member of the committee has any financial interest in a book submitted for the consideration of the committee he shall *ipso facto* cease to be a member. During the year 1931-32 this matter was again discussed by the committee and it was resolved :—

(1) that in all cases it should be presumed that an author has a financial interest in his book;

(2) that no book written by a member of the committee should be considered except at the written request of that member and

3) that the rules should be so amended as to render ineligible for membership of the committee persons who have a financial interest in books already on the approved list.

The committee also resolved last year that each of the sub-committees should have a member with special knowledge of the requirements of small children, and four persons were selected for this purpose.

344. The attention of the committee has recently been drawn to books bought in the open market which differ materially from the specimens approved by the committee. As a result the committee has resolved that all publishers should be asked to give an undertaking that they will not place on the market books which do not come up to the standard of the specimens submitted to the committee, and that they should be warned that if the undertaking is not observed the books in question will be liable to be struck off the list without notice ; also that such an undertaking should be required to accompany every new book submitted for consideration and that explanations should be called for in those cases where instances of the kind have come to light or may come to light in future.

345. The work of Secretary to the Text-Book Committee continues to be done by the Registrar of Examinations. The cost of the committee in 1931-32 was Rs. 1,000 for remuneration to reviewers, Rs. 1,495 on account of travelling expenses, and Rs. 2,758 as its share of the cost of the office of the Registrar of Examinations.

346. The work of cataloguing the Persian and Arabic manuscripts in the Oriental Public Library continued throughout the five years. By the end of 1926-27 ten volumes had been published, one of them (Volume V) being in two parts. During the last five years eight more volumes (XI—XVIII, Part I) have been printed. The Persian section of the catalogue has been completed, but two of its volumes remain to be published.

347. The Junior Teachers' Manual having become out of print, it has been decided to replace it by two other hand-books. One of these is already available in all the four vernaculars of the province, but the other has had to be translated into Bengali and Oriya to complete the series. The translations are ready and should be in print in a short time.

348. During the year 1929-30 a Santali arithmetic and a Junior Teachers' Manual in Santali were published by the district committee of the Santal Parganas.

349. Two new editions of the Education Code were published, one in 1928 and another in 1932. Permission has been given to a private firm to publish the 1932 edition in Hindi and the department is also considering the publication of parts of the Code in Sanskrit for the use of *pandits*.

350. The department has recently published a small manual of Indian games. It appears to be appreciated, because a request for permission to publish a Hindi translation has already been received.

351. During the year 1930-31 a grant of Rs. 19,200 was sanctioned to Babu Gopal Chandra Praharaj of Cuttack towards the cost of the publication of a very comprehensive Oriya lexicon. In addition to this grant, Government will purchase 120 copies. Volume I has already been published.

352. A sum is placed annually at my disposal for expenditure on useful literature. The average amount spent on this head during the five years has been Rs. 2,605.

353. The Bihar and Orissa Research Society continues to be active and publishes its journal regularly every quarter. The office of this society is now accommodated in the new building of the provincial museum.

354. The number of literary societies submitting returns rose during the quinquennium from 97 to 108. Among these mention should be made of the Prachi Samiti at Cuttack, which is doing useful work in the publication of old Oriya texts. The number of circulating libraries in Chota Nagpur rose from 12 to 20.

355. A proposal is on foot for the construction of a building for the Stri Sanmilani or Ladies' Association at Patna. Administrative approval has been accorded to the construction of a building at a cost of Rs. 32,000 and a Government grant of Rs. 22,000 has been promised. It has not yet been possible to find the necessary funds.

CHAPTER XX.

Miscellaneous.

356. The number of hostels rose from 636 with 22,634 boarders in 1926-27 to 703 with 25,014 boarders in 1929-30. The corresponding figures for the last two years are given below :—

	Hostels.	Boarders.
1930-31	694	23,850
1931-32	667	22,628

The fall is partly due to economic causes and partly to the closing of forty-two elementary training schools with the hostels attached to them. The recurring expenditure has risen to Rs. 4,66,506 against Rs. 3,86,422 five years ago.

357. In 1926-27 the students' residence committee at Patna had fourteen hostels under its direct management and one aided, besides five unaided communal hostels. The number of boarders at the end of March was 352 and the average number in the hostels managed or aided by Government was 274. The net cost to Government was Rs. 13,585, giving an average of Rs. 49½ for each boarder. Last year there were twelve

managed hostels, one aided hostel under mission management and three unaided communal hostels. The number of boarders at the end of March was 262 and the average number in the hostels managed or aided by Government was 177. The net cost to Government was Rs. 12,929 or an average of Rs. 57 a head. The decline in the number of these hostels and their boarders is attributed partly to economic causes and partly to the provision of more hostels under the management of the colleges and schools, for during the five years new hostel buildings have been constructed for Patna College, the Bihar National College, the Patna Law College, the Patna Training College, the Patna Training school and the Patna Collegiate school. The figures show that the scheme is still appreciated, though none of the rented houses in which the boarders are accommodated are really suitable for the purpose. The question of constructing hostels to replace the rented buildings has had to be given up for the present.

358. The inspector in charge of the hostels at Patna is also in charge of the local primary schools and has now 54 such schools under his care.

359. The students' residence committee at Cuttack had under its control last year twelve hostels with 159 boarders against eleven hostels with 198 boarders in 1926-27. Of these hostels, the Kathjuri hostel was under the direct management of Government and the remainder were privately managed. The number of boarders in the Kathjuri hostel was 56 against 85 five years before. The cost incurred by Government on the office of the inspector amounted to Rs. 2,598 against Rs. 3,981 five years ago; the recoveries on account of rent reduced the figures to Rs. 1,731 and Rs. 2,691, respectively.

360. The inspectors continue to record unfavourable opinions as regards religious instruction in undenominational schools. It is difficult to obtain the services of suitable teachers, and the subject is seldom treated seriously by the boys or their parents. One inspector bluntly describes it as a farce. The problem of religious instruction in schools attended by different communities and castes is certainly a very difficult one.

361. Hygiene is a compulsory subject in classes III to VII and the regulations of Patna University require that every regular candidate for the matriculation examination must produce a certificate of having attended a course of not fewer than ten lectures in that subject delivered by a medical man of a status not lower than that of an assistant surgeon. The lectures in high schools are delivered by the school medical officers. These officers also deliver lectures on the subject in the secondary training schools.

362. Grants to enable instruction to be provided in first aid continue to be given in Government high schools and secondary training schools. Particularly good work in this direction has been done at the Patna training school. In the year 1931 the Council of the St. John Ambulance Association increased the number of lectures required from six to eight.

363. The system of medical inspection in schools, introduced in the year 1920-21, was discussed at a conference held at Ranchi in July 1928, and in October of the following year Government issued a resolution on the subject in which the main recommendations of the conference were accepted. The salient points of the resolution are that all college students should be medically examined in their first, third and fifth years ; that all pupils in high schools should be medically examined on first admission, and again when they reach the ages of twelve and fifteen and also, in the case of boys previously found to be in ill-health, at the next visit of the school medical officer ; that the school medical officers should visit not only high schools but also those middle schools which are situated in towns where there are high schools ; that an experiment should be made to see whether the doctors in charge of district board dispensaries can visit the local middle schools ; that no arrangements can be made at primary schools ; and that arrangements should be made for the necessary treatment when defects are found by the medical officer. Action has been taken on these lines and several district boards have arranged for the medical inspection of the middle schools under their control. Mention was made of this work last year in the reports from Gaya, Muzaffarpur, Darbhanga, Puri and other districts. The Ravenshaw College has been given a whole-time sub-assistant surgeon of its own in place of the part-time assistant surgeons previously employed to look after the hostels ; this arrangement has worked very well and might with advantage be extended to other colleges.

364. As a measure of retrenchment the posts of the school medical officers and of the lady school medical officer were abolished in March 1932. I am glad that it has since been found possible to bring the posts into being again, for the work done is valuable, though it might be made more so if more attention were paid to such defects as the medical officers discover.

365. Arrangements have been made annually throughout the five years for the supply of quinine by the Department of Public Health to a number of schools at a cost of about Rs. 2,500 a year. The average number of schools supplied has been 76; in the year 1931-32 the number supplied was 90. This free supply has now been discontinued in view of the financial stringency but an attempt will be made to replace it at the cost of hostel funds.

366. At the end of the last quinquennium there were two inspectors of physical education, one in charge of Patna and Tirhut and the other in charge of the three remaining divisions. In the year 1928-29 a third inspector was appointed, and there was then a senior inspector for the whole province with the Patna division as his special charge, one junior inspector for Tirhut and Bhagalpur and one for Orissa and Chota Nagpur. In December 1929, the services of Mr. H. C. Buck of the Young Men's Christian Association in Madras were secured for a few weeks, so that he might see what was being done and advise how physical instruction in the province could be placed on a more satisfactory footing. In accordance with his suggestions the three posts of inspector of physical

education were abolished at the end of the year 1930-31 and in place of them an instructor trained at Madras has been attached to each of the five secondary training schools.

367. The Boy Scout movement continues to spread and there are troops in a large number of high, middle and training schools. Good work is being done, including social service at *melas*, bathing *ghats* and temples on festival days, but there is sometimes a tendency to sacrifice quality for quantity and difficulty has been experienced in keeping the true scout spirit alive; the attempt, for instance to start "national scouts", which one inspector mentions, scarcely seems to accord with the true spirit of the movement. A great fillip was given to the Boy Scout movement by the deputation of four scouts, two scout masters and the two provincial scout secretaries to the world Jamboree held at Liverpool during the year 1929-30, and a miniature Jamboree of scouts from all parts of the province was held at Patna in the same year. A new hall for Boy Scouts was opened at Purulia in 1930-31. The Boy Scout Association receives an annual grant of Rs. 10,000 from public funds.

368. The Girl Guides continue to make satisfactory progress, though necessarily on a much smaller scale than the Boy Scouts.

CHAPTER XXI.

Conferences and Committees.

369. Several important committees were appointed during the five years. The following should be specially mentioned :—

(1) A committee was appointed by Government in July 1928 to consider the question of medical inspection in schools. The action taken on its report has been mentioned in Chapter XX.

(2) A committee of the Board of Secondary Education was appointed in September 1928 to revise the rules governing recurring grants to high schools. Government considered their suggestions and cancelled the orders previously in force which forbade a reduction in the grants of those schools which were aided in 1924-25. The other suggestions involved increased expenditure and their consideration has been deferred owing to lack of funds.

(3) A committee was appointed by Government in January 1929 to consider the system of recruiting pupils for, and training them in, secondary training schools. Action has been taken on its recommendations

(4) Another committee was appointed by Government in January 1929 to examine the alleged deterioration in the standard of matriculates. The University has taken action to modify the matriculation syllabus in certain points to which attention was drawn by the committee.

(5) A committee was appointed by Government in March 1930 to examine the syllabus prescribed by the Madrasa Examination Board. The report has been published in English and Urdu and Government have invited the opinion of the Madrasa Examination Board and of others interested in *madrasa* education before taking action on it.

(6) A conference of 49 members with the Hon'ble Minister for education in the chair has been appointed to advise Government on the subject of primary education. It met twice in January 1931 and broke up into three sub-committees, whose reports have recently been circulated. A fourth sub-committee has since been appointed to consider the question of introducing free and compulsory primary education. The conference will meet again in due course to consider the reports of the four sub-committees.

370. A conference of the divisional inspectors and the inspectress was held every April. Similar conferences were held by the inspectors, district inspectors, deputy inspectors and sub-inspectors. The inspector's conference in Orissa has now developed into an annual education week at which various problems are discussed and demonstrations are given. The inspectress held a conference of the district inspectresses for the first time in July 1931. A conference of the principals of the two training colleges and the headmasters of the five secondary training schools was held in March 1931. I am a great believer in conferences, which, if well organized, are encouraging to those who are doing good work and should give some new ideas, at any rate, to all who take part in them.

CHAPTER XXII.

Conclusion.

371. A period of five years, which has seen a fall of 13,671 in the number of pupils and of Rs. 15 lakhs in the expenditure from public funds, is, *prima facie*, not one of which to write with enthusiasm. I think, however, that I may claim that in two spheres at least much useful work has been accomplished. The first of these is the complete re-housing of the colleges at Patna and the much more liberal provision made for the teaching of science. The second is the focussing of the attention of the department and of many at least of the local bodies on the need for improving our primary schools so that they may really produce literacy. I wish that I could say that the attention of the public, too, was focussed on this last point. I am afraid that there is only too much truth in the remark of one inspector that what interests the public is the opening of more secondary schools, however inefficient they may be, and that the village primary school is too often left to "a teacher who is an habitual absentee and pupils who are a happy lot of holiday-makers." The present time, when no money is available for

opening schools, must be used for those improvements, and they are many, which can be effected without additional expense. I have tried in this review to indicate some of the lines on which the department is now working, and I hope that the writer of the next review will be able to record that they have led to a real improvement.

372. I must take this opportunity of expressing my thanks to some at least of those who have helped me during the five years. The two Vice-Chancellors, Sir Sultan Ahmad and the Hon'ble Mr. Justice Macpherson, have always been ready with advice, and I have never hesitated to ask for it. The re-housing of the colleges at Patna was planned mainly by Mr. V. H. Jackson, Dr. K. S. Caldwell and Mr. E. A. Horne of the Indian Educational Service, of whom the first and last are unhappily no longer with us: I must also record the immense assistance received in this matter from the officers of the Public Works Department, particularly Mr. N. G. Dunbar and Rai Bahadur K. C. Sen. The principals of colleges and the inspectors and headmasters of schools all had a trying time during the period of political excitement and most of them emerged from it with credit. In the sphere of primary education particular thanks are due to Mr. H. Dippie, Mr. F. R. Blair and Mr. B. N. Mukharji: Mr. Dippie's period of office in the Orissa States enabled him to get more closely into touch with this branch of work than other inspectors and the result has been of great benefit to the department, which owes much to his enthusiasm and to the stimulating pamphlets which he has written. It would be wrong, too, if I were to fail to mention the assistance which the department has received from the missionaries: their activities extend to many branches of work but are of special help in the education of Europeans, of girls and of the more backward communities.

373. Finally, I must thank Mr. S. C. Tripathi, the Deputy Director, for his help since he joined the post in October 1930 and especially for the assistance which has rendered it possible for me to draft this review, though I am now on leave in England.

G. E. FAWCUS.

The 17th August 1932.

BOGP (DPI) 40—652—18-11-1932—JCB and others.

Appendix I.—Statement showing the percentage of Indian children at school to the total Indian population in each district in the province of Bihar and Orissa in 1926-27 and 1931-32.

District.		Total Indian population.			Number of Indian children at school.			Percentage of Indian children at school to the total Indian population.		
		Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1		2	3	4	5	6	7	8	9	10
Patna ...	1926-27	805,886	765,805	1,571,691	60,760	5,648	66,408	7·5	·7	4·2
	1931-32	954,486	889,473	1,843,959	62,829	8,023	70,852	6·6	·9	3·8
Gaya	1926-27	1,074,537	1,078,153	2,152,690	64,995	6,324	71,319	6·05	·6	3·3
	1931-32	1,193,458	1,194,634	2,388,092	58,581	6,627	65,208	4·9	·6	2·7
Shahabad ...	1926-27	896,794	922,175	1,818,969	52,022	2,658	54,680	5·8	·3	3·01
	1931-32	999,007	994,304	1,993,311	55,743	3,553	59,295	5·6	·4	3·0
Totals for Patna Division.	1926-27	2,777,217	2,766,133	5,543,350	177,777	14,630	192,407	6·4	·5	3·5
	1931-32	3,146,951	3,078,411	6,225,362	177,153	18,203	195,355	5·6	·6	3·1
Saran	1926-27	1,132,355	1,207,534	2,339,789	61,893	2,896	64,789	5·5	·2	2·8
	1931-32	1,219,900	1,266,312	2,486,221	66,320	3,470	69,790	5·4	·3	2·8
Champaran ...	1926-27	968,383	972,288	1,940,670	41,695	5,002	46,697	4·3	·5	2·4
	1931-32	1,080,951	1,064,632	2,145,483	40,010	5,368	45,378	3·7	·5	2·1
Muzaffarpur ...	1926-27	1,324,903	1,429,893	2,754,796	70,512	5,829	76,341	5·3	·4	2·8
	1931-32	1,443,631	1,497,080	2,940,711	67,712	6,494	74,206	4·7	·4	2·5
Darbhanga ...	1926-27	1,430,567	1,492,681	2,913,248	83,747	10,338	94,085	5·9	·7	3·2
	1931-32	1,570,822	1,595,028	3,165,850	74,494	7,890	82,384	4·7	·5	2·6
Totals for Tirhut Division.	1926-27	4,846,107	5,102,396	9,948,503	257,847	24,065	281,912	5·3	·5	2·8
	1931-32	5,315,203	5,423,062	10,738,265	248,536	23,222	271,758	4·7	·4	2·5
Monghyr ...	1926-27	1,004,038	1,033,984	2,038,022	64,201	7,174	71,375	6·4	·7	3·5
	1931-32	1,145,067	1,140,762	2,285,829	58,158	7,091	65,249	5·1	·6	2·9
Bhagalpur ...	1926-27	1,014,371	1,019,297	2,033,668	56,347	7,455	63,802	5·5	·7	3·1
	1931-32	1,134,201	1,107,269	2,241,470	54,210	7,475	61,685	4·8	·7	2·8
Purnea ...	1926-27	1,043,201	981,157	2,024,358	50,070	6,985	57,055	4·8	·7	2·8
	1931-32	1,125,817	1,053,397	2,179,214	51,639	8,234	59,873	4·6	·8	2·7
Santal Parganas	1926-27	895,665	902,516	1,798,181	51,988	5,248	57,236	5·8	·6	3·2
	1931-32	1,025,807	1,025,415	2,051,222	44,408	4,780	49,188	4·3	·5	2·4
Totals for Bhagalpur Division.	1926-27	3,958,075	3,936,954	7,895,029	222,606	26,862	249,468	5·6	·7	3·2
	1931-32	4,430,892	4,326,843	8,757,735	208,415	27,580	235,995	4·7	·6	2·7

Appendix I.—Statement showing the percentage of Indian children at school to the total Indian population in each district in the province of Bihar and Orissa in 1926-27 and 1931-32—concld.

District.		Total Indian population.			Number of Indian children at school.			Percentage of Indian children at school to the total Indian population.		
		Males.	Females.	Total.	Males.	Females.	Total	Males.	Females.	Total.
1		2	3	4	5	6	7	8	9	10
Cuttack ...	1926-27	952,435	1,111,929	2,064,364	76,577	15,745	92,322	8·04	1·4	4·5
	1931-32	1,027,991	1,148,359	2,176,350	77,847	13,641	91,488	7·6	1·2	4·2
Balasore ...	1926-27	466,076	514,329	980,405	36,084	8,129	44,213	7·7	1·6	4·5
	1931-32	480,467	510,052	990,519	34,146	7,453	41,599	7·1	1·5	4·2
Puri	1926-27	455,370	495,998	951,368	32,068	5,843	37,911	7·04	1·2	3·98
	1931-32	500,053	534,798	1,034,851	30,959	5,705	36,664	6·2	1·1	3·5
Sambalpur ...	1926-27	387,865	401,533	789,398	19,321	3,907	23,228	4·98	·97	2·9
	1931-32	431,404	449,452	880,856	18,539	3,941	22,480	4·3	·9	2·6
Angul ...	1926-27	88,682	93,881	182,563	6,645	1,237	7,882	7·5	1·3	4·3
	1931-32	108,914	113,796	222,710	7,672	1,803	9,475	7·04	1·6	5·3
Totals for Orissa Division.	1926-27	2,350,428	2,617,670	4,968,098	170,695	34,861	205,556	7·3	1·3	4·1
	1931-32	2,548,829	2,756,457	5,305,286	169,163	32,543	201,706	6·6	1·2	3·8
Hazaribagh ...	1926-27	623,906	652,800	1,276,706	23,511	1,965	25,476	3·8	·3	2·0
	1931-32	751,766	765,224	1,516,990	24,616	3,102	27,718	3·3	·4	1·8
Ranchi ...	1926-27	658,327	675,658	1,333,985	46,366	8,844	55,210	7·04	1·3	4·1
	1931-32	776,675	789,636	1,566,311	47,807	11,951	59,758	6·2	1·5	3·8
Palamau ...	1926-27	367,341	366,000	733,341	15,052	1,731	16,783	4·1	·5	2·3
	1931-32	409,742	408,932	818,674	16,934	1,959	18,893	4·1	·5	2·3
Manbhum ..	1926-27	798,522	748,563	1,547,085	52,057	3,661	55,718	6·5	·5	3·6
	1931-32	938,793	869,828	1,808,621	48,799	4,516	53,315	5·2	·5	2·9
Singhbhum ...	1926-27	379,362	378,822	758,084	18,427	1,672	20,099	4·9	·4	2·7
	1931-32	468,278	459,549	927,827	21,654	2,579	24,233	4·6	·6	2·6
Totals for Chota Nagpur Division.	1926-27	2,827,358	2,821,843	5,649,201	155,413	17,873	173,286	5·5	·6	3·1
	1931-32	3,345,254	3,293,169	6,638,423	159,810	24,107	183,917	4·8	·7	2·8
Grand Totals ...	1926-27	16,759,185	17,234,996	33,994,181	984,338	118,291	1,102,629	5·9	·7	3·2
	1931-32	18,787,129	18,877,942	37,665,071	963,077	125,654	1,088,731	5·1	·7	2·9

APPENDIX II.

Statement showing particulars of the madrasas, maktabs, tols and Sanskrit pathshalas in Bihar and Orissa, for the official year 1931-32.

Particulars.	Classed in general table I as "primary schools".	Classed in general table I as "special schools".	Classed in general table I as "unrecognized institutions".	Total.
1	2	3	4	5
MADRASAS.				
1. Institutions ... ... for males ...	...	50	42	92
for females ...	...	...	...	...
2. Pupils ... ... males ...	...	3,413	2,377	5,790
females ...	...	2	20	22
3. Expenditure from provincial funds	...	49,739	...	49,739
4. Expenditure from district or local funds ...	...	18	...	18
5. Expenditure from municipal funds	...	...	...	...
6. Fees	...	1,751	-534	2,285
7. Other sources	...	74,142	46,844	120,986
8. Total expenditure	...	125,650	47,378	173,028
MAKTABS.				
1. Institutions ... ... for males ...	2,588	...	275	2,863
for females ...	759	...	57	816
2. Pupils .. .. males ...	66,317	...	5,574	71,891
females ...	21,030	...	1,515	22,545
3. Expenditure from provincial funds	13,767	...	...	13,767
4. Expenditure from district or local funds ...	305,372	...	...	305,372
5. Expenditure from municipal funds	61,782	...	15	61,797
6. Fees	78,728	...	5,874	84,602
7. Other sources	81,382	...	11,417	92,799
8. Total expenditure	541,031	...	17,306	558,337

APPENDIX II—*concld.*

Statement showing particulars of the madrasas, maktabs, tols and Sanskrit pathshalas in Bihar and Orissa, for the official year 1931-32—*concld.*

Particulars		Classed in general table I as "primary schools".	Classed in general table I as "special schools".	Classed in general table I as "unrecognized institutions".	Total.
1		2	3	4	5
Tols.					
1. Institutions	for males ...	...	305	17	322
	for females ...	...	...	...	...
2. Pupils	males ...	...	9,479	427	9,906
	females ...	...	6	...	6
3. Expenditure from provincial funds ...		...	85,450	...	85,450
4. Expenditure from district or local funds ...		...	240	...	240
5. Expenditure from municipal funds		...	360	...	360
6. Fees		...	335	...	365
7. Other sources		...	166,125	16,188	182,313
8. Total expenditure		...	252,540	16,188	268,728
Sanskrit Pathshalas.					
1. Institutions	for males ...	750	...	42	792
	for females ...	...	...	...	...
2. Pupils	males ...	19,930	...	1,045	20,975
	females ...	325	...	3	328
3. Expenditure from provincial funds		...	...	...	...
4. Expenditure from district or local funds ..		94,564	...	...	94,564
5. Expenditure from municipal funds		6,419	...	...	6,419
6. Fees		7,769	...	26	7,795
7. Other sources		25,220	...	2,328	27,548
8. Total expenditure		133,972	...	2,354	136,326

Appendix III.

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APPEN

Statement showing the work of

Names of Missions.	Institutions							
	Colleges.		High schools for Europeans.		High schools for Indians.		Middle English schools for Europeans	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
	1	2	3	4	5	6	7	8
(1) CHRISTIAN MISSIONS.								
(a) British.								
1. The Baptist Missionary Society of London ...	...	...	1	171	...	...	...	...
2. The Baptist Zanana Mission	...	...	...	...	...	...	...	...
3. The Church Missionary Society	...	...	...	...	1	461	...	...
4. The Church of England Zenana Mission ...	...	...	...	...	...	...	...	...
5. The Dublin University Mission	1	200	...	...	1	324	...	...
6. The Irish Christian Brothers	...	...	1	168	...	...	...	...
7. The Salvation Army	...	...	...	...	...	...	...	...
8. The Society for the Propagation of the Gospel	...	...	2	237	2	853	...	...
9. The United Free Church of Scotland ...	...	...	...	...	...	...	...	...
10. The Wesleyan Missionary Society ...	...	...	...	...	...	...	...	...
11. The Scottish Mission—The Christian Mission of many Lands.	...	...	...	...	...	...	...	...
(b) Non-British.								
12. The American Baptist Foreign Missionary Society.	...	...	...	...	1	212	...	...
13. The American Methodist Episcopal Church ...	...	...	...	...	...	...	...	...
14. The American United Missionary Society Mennonite Brethren in Christ.	...	...	...	...	...	...	...	...
15. The Church of God	...	...	...	...	...	...	...	...
16. The Gossner's Evangelical Lutheran Mission	...	...	...	...	1	513	...	...
17. The Hephzebah Faith Mission	...	...	...	...	...	...	...	...
18. The Open Brethren	...	...	...	...	...	...	...	...
19. The Pentecost Mission	...	...	...	...	...	...	...	...
20. The 'Region Beyond' Missionary Union ...	...	...	...	...	...	...	...	...
21. The Roman Catholic Mission :—								
(1) The Society of Jesus	...	...	...	...	2	596	...	...
(2) The Congregation of St. Francis de Sales (including the Nuns of St. Joseph of Annecy at Cuttack).	...	...	...	...	...	...	...	...
(3) The Sisters of the Holy Order, Switzerland.	...	...	...	...	...	...	...	...
(4) The Sisters of the B. V. M. ...	...	...	1	294	...	...	...	...
22. The Santal Mission of the Northern Churches	...	...	...	...	...	...	...	...
23. The Church of India, Burma and Ceylon ...	...	...	...	...	...	...	...	...
(2) OTHER MISSIONS.								
24. The National Missionary Society	...	...	...	...	...	...	...	...
25. The Brahmacharya Mission	...	...	...	...	...	...	...	...
26. The Ramkrishna Mission	...	...	...	...	...	...	...	...
27. The Seva Sangha	...	...	...	...	...	...	...	...
TOTALS FOR 1931-32 ...	1	209	5	890	8	2,959	*	*
TOTALS FOR 1926-27 ...	1	220	...	...	8	2,655	5	711

* The figure shown in the previous quinquennium was wrong—the two schools shown under

DIX III.

the different Missions in 1931-32.

AND PUPILS.

Middle English schools for Indians.		Middle vernacular schools.		Primary schools for Europeans.		Names of Missions.
Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	
9	10	11	12	13	14	
						(1) CHRISTIAN MISSIONS.
						(a) British.
...	...	1	331	...	...	1. The Baptist Missionary Society of London.
1	81	..	...	...	...	2. The Baptist Zenana Mission.
4	594	1	168	...	...	3. The Church Missionary Society.
1	178	...	...	...	...	4. The Church of England Zenana Mission.
1	118	...	...	...	...	5. The Dublin University Mission.
...	...	...	...	...	...	6. The Irish Christian Brothers.
...	...	..	...	...	...	7. The Salvation Army.
5	833	1	239	...	...	8. The Society for the Propagation of the Gospel.
1	50	1	53	...	...	9. The United Free Church of Scotland.
...	...	...	...	...	...	10. The Weslyan Missionary Society.
...	...	...	...	...	...	11. The Scottish Mission—The Christian Mission of many Lands.
						(b) Non-British.
1	91	...	...	...	...	12. The American Baptist Foreign Missionary Society.
4	393	...	...	...	...	13. The American Methodist Episcopal Church.
...	...	...	...	...	...	14. The American United Missionary Society Mennonite Brethren in Christ.
...	...	1	62	...	...	15. The Church of God.
7	1,363	...	...	...	...	16. The Gossner's Evangelical Lutheran Mission.
...	...	...	...	...	...	17. The Hephzebah Faith Mission.
...	...	...	...	...	...	18. The Open Brethren.
1	86	...	...	...	...	19. The Penticost Mission
1	112	...	..	...	...	20. The 'Rigion Beyond' Missionary Union.
						21. The Roman Catholic Mission:—
12	2,905	...	...	...	...	(1) The Society of Jesus.
...	...	...	...	1	93	(2) The Congregation of St. Francis de Sales (including the Nuns of St. Joseph of Anney at Cuttack).
2	229	...	...	...	...	(3) The Sisters of the Holy Order, Switzerland.
...	...	...	...	...	...	(4) The Sisters of the I. B. V. M.
1	261	1	232	...	...	22. The Santal Mission of the Northern Churches.
...	...	...	...	...	...	23. The Church of India, Burma and Ceylon.
						(2) OTHER MISSIONS.
...	...	...	...	...	...	24. The National Missionary Society.
...	...	...	...	...	...	25. The Brahmacharya Mission.
...	...	...	...	...	...	26. The Ramkrishna Mission.
...	...	...	...	...	...	27. The Seva Sangha.
42	7,294	6	1,085	1	93	TOTALS FOR 1931-32.
32	5,044	8	1,730	1	82	TOTALS FOR 1926-27.

European Middle against the "Sisters of the Holy Order" being really schools for Indians.

APPEN

Statement showing the work of

Names of Missions.	Institutions and Pupils—*concld.*							
	Primary schools for Indians.		Training schools for Indians.		Other schools for Indians.		Total.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
	15	16	17	18	19	20	21	22
(1) Christian Missions.								
(a) British.								
1. The Baptist Missionary Society of London ...	12	344	1	31	...	...	15	877
2. The Baptist Zenana Mission	1	114	1	15	...	...	3	210
3. The Church Missionary Society	29	840	1	24	5	352	41	2,439
4. The Church of England Zenana Mission ...	11	605	...	...	...	..	12	783
5. The Dublin University Mission	30	1,116	...	...	1	25	34	1,792
6. The Irish Christian Brothers	...	...	...	...	...	...	1	188
7. The Salvation Army	1	39	...	...	1	17	2	56
8. The Society for the Propagation of the Gospel	58	4,624	2	60	2	99	72	6,945
9. The United Free Church of Scotland ...	107	2,356	...	...	...	...	109	2,459
10. The Wesleyan Missionary Society	2	98	...	...	...	...	2	98
11. The Scottish Mission.—The Christian Mission of many Lands.	5	267	...	...	...	...	5	267
(b) Non-British.								
12. The American Baptist Foreign Missionary Society.	13	367	...	...	2	95	17	765
13. The American Methodist Episcopal Church ...	11	441	...	...	...	...	15	834
14. The American United Missionary Society Mennonite Brethren in Christ.	4	153	..	...	...	...	4	153
15. The Church of God	...	...	...	...	1	22	2	84
16. The Gossner's Evangelical Lutheran Mission	17	1,172	...	...	...	...	25	3,048
17. The Hephzebah Faith Mission	2	61	...	...	...	...	2	61
18. The Open Brethren	1	38	...	...	...	...	1	38
19. The Pentecost Mission	...	...	...	...	...	...	1	86
20. The 'Region Beyond' Missionary Union ...	...	...	...	...	...	...	1	112
21. The Roman Catholic Mission :—								
(1) The Society of Jesus	524	14,831	2	43	7	224	547	18,599
(2) The Congregation of St. Francis de Sales (including the Nuns of St. Joseph of Anney at Cuttack).	...	...	...	...	...	...	1	93
(3) The Sisters of the Holy Order, Switzerland.	2	84	1	10	1	42	6	365
(4) The Sisters of the I. B. V. M. ...	..	...	...	...	...	...	1	294
22. The Santal Mission of the Northern Churches	8	494	2	30	1	52	13	1,069
23. The Church of India, Burma and Ceylon ...	1	31	...	...	...	...	1	31
(2) Other Missions.								
24. The National Missionary Society	1	65	...	...	...	...	1	65
25. The Brahmacharya Mission	...	...	...	...	2	149	2	149
26 The Ramkrishna Mission	3	154	...	...	...	...	3	154
27. The Seva Sangha	2	61	...	...	...	...	2	61
Totals for 1931-32	845	28,355	10	213	23	1,077	941	42,175
Totals for 1926-27	862	24,266	10	186	23	1,083	950	35,977

DIX III.

the different Missions in 1931-32—*concld.*

Expenditure.						Names of Missions.
Government Funds.	Local Funds.	Fees.	Mission Funds.	Other Sources.	Total.	
23	24	25	26	27	28	
						(1) Christian Missions.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	(a) British.
30,538	2,010	14,887	14,185	14,799	76,414	1. The Baptist Missionary Society of London.
3,980	300	336	7,674	...	12,290	2. The Baptist Zenana Mission.
15,845	4,972	32,298	8,057	5,608	66,780	3. The Church Missionary Society.
2,607	1,596	1,925	6,480	4,729	17,337	4. The Church of England Zenana Mission.
36,231	2,020	32,625	8,038	600	79,514	5. The Dublin University Mission.
23,012	...	37,763	5,503	12,901	79,179	6. The Irish Christian Brothers.
1,008	...	...	884	...	1,892	7. The Salvation Army.
52,595	8,241	85,977	51,701	12,761	2,11,275	8. The Society for the Propagation of the Gospel.
...	9,768	775	27,575	240	38,378	9. The United Free Church of Scotland.
...	504	...	828	...	1,332	10. The Weslyan Missionary Society.
...	1,200	163	1,079	...	2,442	11. The Scottish Mission—The Christian Mission of many Lands.
						(b) Non-British.
14,239	864	6,917	35,461	5,400	62,881	12. The American Baptist Foreign Missionary Society.
5,615	612	1,071	13,868	...	21,166	13. The American Methodist Episcopal Church.
...	240	4	485	1,818	2,547	14. The American United Missionary Society Mennonite Brethren in Christ.
2,628	...	...	4,066	...	6,694	15. The Church of God.
17,246	5,654	14,943	31,073	250	69,166	16. The Gossner's Evangelical Lutheran Mission.
...	492	63	690	...	1,245	17. The Hephzebah Faith Mission.
...	...	89	48	60	197	18. The Open Brethren.
...	...	...	1,136	..	1,136	19. The Penticost Mission.
...	...	1,236	465	...	1,701	20. The 'Region Beyond' Missionary Union.
						21. The Roman Catholic Mission :—
29,746	27,712	68,870	1,11,682	1,485	2,39,495	(1) The Society of Jesus.
10,326	...	6,290	...	3,486	20,102	(2) The Congregation of St. Francis de Sales (including the Nuns of St. Joseph of Anney at Cuttack).
4,622	444	...	23,355	1,920	30,341	(3) The Sisters of the Holy Order, Switzerland.
24,649	...	23,158	4,195	11,036	63,038	(4) The Sisters of the I. B. V. M.
6,480	2,208	1,942	8,604	...	19,234	22. The Santal Mission of the Northern Churches.
...	120	...	450	...	570	23. The Church of India, Burma and Ceylon.
						(2) Other Missions.
...	373	...	797	...	1,170	24. The National Missionary Society.
...	...	1,340	...	...	1,340	25. The Brahmacharya Mission.
...	900	...	...	661	1,561	26. The Ramkrishna Mission.
...	102	...	116	...	218	27. The Seva Saugha.
2,81,362	70,352	3,32,672	3,68,495	77,754	11,30,639	Totals for 1931-32.
2,50,507	72,942	1,91,047	3,27,731	70,483	9,12,710	Totals for 1926-27.

APPEN

Statement showing under different heads the Expenditure on Buildings,

	Colleges.	High schools.	Middle English schools.	Middle vernacular schools.	Primary schools
	1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.	Rs.
1927-28.					
Government Funds	13,18,441	2,26,261	43,075	16,897	21,688
Local Funds	...	...	56,442	1,75,854	5,82,380
Municipal Funds	...	...	37,319	88	1,31,899
Other sources	29,535	88,349	1,14,044	17,341	1,14,092
TOTALS ...	13,47,976	3,14,610	2,50,880	2,10,180	8,50,059
1928-29.					
Government Funds	7,59,107	1,86,954	61,343	10,936	8,472
Local Funds	...	...	39,129	1,13,560	3,64,986
Municipal Funds...	...	...	1,078	375	66,266
Other sources	14,612	1,31,721	1,02,462	2,734	1,08,140
TOTALS ...	7,73,719	3,18,675	2,04,012	1,27,605	5,47,864
1929-30.					
Government Funds	5,77,458	4,14,339	38,058	12,173	15,441
Local Funds	...	...	72,418	1,05,705	2,94,286
Municipal Funds	...	...	1,161	268	67,908
Other sources	19,102	2,20,404	1,07,970	8,351	1,29,280
TOTALS ...	5,96,560	6,34,743	2,19,607	1,26,497	5,06,915
1930-31.					
Government Funds	2,34,841	5,09,995	52,721	2,601	11,722
Local Funds	...	...	1,14,948	45,420	2,61,157
Municipal Funds	...	...	5,549	20,301	77,381
Other sources	18,444	2,20,699	88,652	4,722	1,10,988
TOTALS ...	2,53,285	7,20,694	2,61,870	73,044	4,61,248
1931-32.					
Government Funds	1,58,831	2,09,523	22,338	575	7,572
Local Funds	...	...	81,021	70,458	2,17,354
Municipal Funds	...	...	1,906	1,033	46,119
Other sources	17,538	1,63,316	79,010	2,816	1,30,787
TOTALS ...	1,76,369	3,72,839	1,84,275	74,882	4,01,832

DIX IV.

Furniture and Apparatus during the five years 1927-28 to 1931-32.

Special schools.	Inspection.	Patna University.	Total amount expended (as given in columns 22—27 of General Tables III-A. and III-B).	
6	7	8	9	
Rs.	Rs.	Rs.	Rs.	1927-28.
2,49,408	21,913	1,49,596	20,47,279	Government Funds.
933	...	...	8,15,609	Local Funds.
...	...	...	1,69,306	Municipal Funds.
18,955	...	15,000	3,97,316	Other sources.
2,69,296	21,913	1,64,596	34,29,510	TOTALS.
				1928-29.
1,39,027	46,023	85,341	12,97,197	Government Funds.
360	828	...	5,18,863	Local Funds.
...	...	...	67,719	Municipal Funds.
22,915	...	...	3,82,584	Other sources.
1,62,302	46,851	85,341	22,66,363	TOTALS.
				1929-30.
1,47,180	31,671	13,443	12,49,763	Government Funds.
...	63	...	4,72,472	Local Funds.
...	...	...	69,337	Municipal Funds.
70,156	...	...	5,55,263	Other sources.
2,17,336	31,734	13,443	23,46,835	TOTALS.
				1930-31.
1,64,674	44,023	11,449	10,32,026	Government Funds.
500	187	...	4,22,212	Local Funds.
...	...	...	1,03,231	Municipal Funds.
59,609	...	..	5,03,114	Other sources.
2,24,783	44,210	11,449	20,60,583	TOTALS.
				1931-32.
48,283	13,647	...	4,60,769	Government Funds.
...	294	...	3,69,127	Local Funds.
...	...	...	49,052	Municipal Funds.
31,549	...	...	4,25,016	Other sources.
79,832	13,941	...	13,03,970	TOTALS.

General Table I.—Classification of Educational Institutions in

	For males.					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6
Recognised Institutions.						
University	...	...	...	1	...	1
Board of Secondary and Intermediate Education.	1	...	...	...	...	1
	...	...	...	...	...	...
Colleges :—						
Arts and Science	4	...	...	3	...	7
Law	1	...	...	...	...	1
Medicine	1	..	...	...	...	1
Education	2	...	...	...	...	2
Engineering	1	...	...	...	...	1
Agriculture	1	...	...	...	...	1
Commerce	...	...	...	...	...	...
Forestry	...	.	...	...	...	...
Veterinary	1	...	...	...	...	1
Intermediate and Second Grade Colleges.	1	...	...	2	...	3
Totals	12	...	...	5	...	17
High schools	24	...	...	104	41	169
Middle schools — English	7	207	9	301	57	581
Middle schools — Vernacular	...	104	5	18	2	129
Primary schools	12	2,909	379	19,170	2,654	(a)25,124
Totals	43	3,220	393	19,593	2,754	26,003
Special Schools :—						
Art	...	...	...	...	...	...
Law	2	...	...	...	...	2
Medical	2	...	...	...	...	2
Normal and Training	80	...	...	2	1	83
Engineering*	1	...	...	...	.	1
Technical and Industrial	20	...	...	15	3	(b)38
Commercial†	2	...	...	3	9	14
Agricultural	...	...	...	...	...	...
Reformatory	1	...	...	...	...	1
Schools for defectives	...	...	...	2	..	2
Schools for adults	...	...	...	1	1	(c)2
Other schools	7	1	...	229	124	361
Totals	115	1	...	252	138	506
Totals for Recognised Institutions.	170	3,221	393	19,850	2,892	26,526
Unrecognised Institutions	...	...	...	...	1,984	(d)1,984
GRAND TOTALS, ALL INSTITUTIONS.	170	3,221	393	19,850	4,876	28,510

* Includes Survey schools.

† Includes Clerical schools.

(a) Includes 192 night schools.

(b) Includes 1 night school.

(c) Includes 1 night school.

(d) Includes 26 night schools.

Bihar and Orissa for the official year 1931-32.

FOR FEMALES.						
Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.	
7	8	9	10	11	12	
						RECOGNISED INSTITUTIONS.
...	...	...	...	...	...	University.
...	...	...	...	...	...	Board of Secondary and Intermediate Education.
...	...	...	...	...	...	
						Colleges :—
...	...	...	...	...	...	Arts and Science.
...	...	...	...	...	...	Law.
...	...	...	...	...	...	Medicine.
...	...	...	...	...	...	Education.
...	...	...	...	...	...	Engineering.
...	...	...	...	...	...	Agriculture.
...	...	...	...	...	...	Commerce.
..	...	...	...	...	...	Forestry.
...	...	...	...	...	...	Veterinary.
...	...	...	..	...	...	
1	...	...	...	...	1	Intermediate and Second Grade Colleges.
1	...	...	...	...	1	TOTALS.
2	...	...	5	...	7	High schools.
1	...	...	17	4	22	Middle schools ... English.
4		...	5	1	10	Middle schools ... Vernacular.
6	129	69	2,040	203	2,447	Primary schools.
13	129	69	2,067	208	2,486	TOTALS.
						Special Schools :—
...	...	...	...	...	...	Art.
...	...	...	...	...	...	Law.
...	...	...	...	...	...	Medical.
4	...	...	7	...	11	Normal and Training.
...	...	...	...	...	...	Engineering.*
...	..	...	8	2	10	Technical and Industrial.
...	...	...	...	...	...	Commercial.†
...	...	...	1	...	1	Agricultural.
...	...	...	...	...	...	Reformatory.
...	...	...	...	...	...	Schools for defectives.
...	...	...	...	...	...	Schools for adults.
...	...	...	...	...	..	Other schools.
4	...	...	16	2	22	TOTALS.
18	129	69	2,083	210	2,509	TOTALS FOR RECOGNISED INSTITUTIONS.
...	...	...	...	194	194	UNRECOGNISED INSTITUTIONS.
18	129	69	2,083	404	2,703	GRAND TOTALS, ALL INSTITUTIONS.

General Table II-A.—Distribution of Scholars attending Educational

	Government.			District Board.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6
READING						
In Recognized Institutions. *University and Intermediate Education.*						
Arts and Science... ...	2,071	1,832	953	...	...	...
Law	278	236	118	...	...	...
Medicine	247	204	179	...	...	...
Education	83	76	66	...	...	...
Engineering	252	228	183	...	...	...
Agriculture	9	9	9	...	...	...
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science ...	52	48	49	...	...	...
Totals ...	2,992	2,633	1,557	...	...	...
In High schools	9,858	8,458	1,126	...	...	...
,, Middle schools { English ...	973	787	151	22,595	17,686	1,053
,, Middle schools { Vernacular	...	...	...	10,994	8,443	771
,, Primary schools ...	699	500	...	150,757	113,034	81
Totals ...	11,530	9,745	1,277	184,346	139,163	1,905
In Art schools	...	...	...	...	...	...
,, Law ,, ...	127	118	...	...	...	...
,, Medical schools ...	386	246	299	...	...	...
,, Training ,, ...	1,614	1,464	1,594	...	...	...
,, Engineering schools* ...	103	80	65	...	...	...
,, Technical and Industrial schools.	859	615	208	...	...	...
,, Commercial schools† ...	34	33	7	...	...	...
,, Agricultural ,, ...	...	...	...	...	...	...
,, Reformatory ,, ...	228	242	228	...	...	...
,, Schools for Defectives ...	...	...	...	...	...	...
,, ,, for Adults ...	...	...	...	...	...	...
,, Other schools ...	1,072	798	257	21	16	...
Totals ...	4,423	3,596	2,658	21	16	...
Total for recognized institutions.	18,945	15,974	5,492	184,367	139,179	1,905
In unrecognized Institutions.	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	18,945	15,974	5,492	184,367	139,179	1,905

*Includes Survey schools.

†Includes Clerical schools

Institutions for Males in Bihar and Orissa for the official year 1931-32.

Municipal Board.			Aided.			
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	
7	8	9	10	11	12	
						READING
						In Recognised Institutions.
						University and Intermediate Education.
...	...	...	1,503	1,317	376	Arts and Science.
...	...	...	...	...	...	Law.
...	...	...	...	...	...	Medicine.
...	...	...	...	...	...	Education.
...	...	...	...	...	..	Engineering.
...	...	...	...	...	...	Agriculture.
...	...	...	...	..	...	Commerce.
...	...	...	...	...	...	Forestry.
...	...	...	...	...	...	Veterinary Science.
...	...	...	1,503	1,317	376	Totals.
	...	...	27,471	22,908	3,245	In High schools.
1,318	1,058	11	31,755	25,755	3,721	,, Middle schools { English.
499	397	...	1,857	1,487	71	,, Middle schools { Vernacular.
22,343	16,463	4	586,229	461,853	1,359	,, Primary schools.
24,160	17,918	15	647,312	512,003	8,396	Totals.
...	...	..	...	...	...	In Art schools.
...	...	...	.	...	...	,, Law ,,
...	...	...	...	..	...	,, Medical schools.
...	...	...	44	40	30	,, Training ,,
...	...	..	...	...	...	,, Engineering schools.*
...	...	...	831	406	340	,, Technical and Industrial schools.
...	...	...	117	99	8	,, Commercial schools. †
...	...	...	...	...	...	,, Agricultural ,,
...	...	...	...	...	..	,, Reformatory ,,
...	...	...	92	87	92	,, Schools of Defectives.
...	...	...	38	25	...	,, Schools for Adults.
.	...	...	8,061	6,363	470	,, Other schools.
...	...	...	9,183	7,020	940	Totals.
24,160	17,918	15	657,998	520,340	9,712	Totals for Recognised institutions.
...	...	...	...	...	...	In unrecognised institutions.
24,160	17,918	15	657,998	520,340	9,712	GRAND TOTALS, ALL INSTITUTIONS FOR MALES.

General Table II-A.—Distribution of Scholars attending Educational Institutions for Males in Bihar and Orissa for the official year 1931-32—*concld.*

	Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Females included in column 16.
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
	13	14	15	16	17	18	19
READING							
In Recognized Institutions. *University and Intermediate Education.*							
Arts and Science	...	...	...	(*a*)3,574	3,149	1,329	4
Law ...	...	..	..	(*b*)278	236	118	...
Medicine	...	...	...	247	204	179	...
Education	...	...	...	83	76	66	...
Engineering	...	...	...	(*c*)252	228	183	...
Agriculture	...	...	...	9	9	9	...
Commerce	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Veterinary Science ...	...	...	..	52	48	49	...
Totals ...	...	...	...	4,495	3,950	1,933	4
In High schools	10,705	8,584	671	48,034	39,950	5,042	75
,, Middle schools { English ...	6,371	5,011	279	63,012	50,297	5,215	379
,, Middle schools { Vernacular	165	145	...	3,515	10,472	842	79
,, Primary schools ...	60,745	49,181	18	(*d*)820,773	641,031	1,462	50,721
Totals ...	77,986	62,921	968	945,334	741,750	12,561	51,254
In Art schools	...	...	...	...	...	...	...
,, Law ,, ...	...	...	...	127	118	...	...
,, Medical schools ...	...	...	...	386	246	299	5
,, Training ,, ...	18	17	18	1,676	1,521	1,642	...
,, Engineering schools* ...	...	...	...	103	80	65	...
,, Technical and Industrial schools.	51	44	...	(*e*)1,741	1,065	548	...
,, Commercial schools† ...	213	152	14	364	284	29	...
,, Agricultural ,, ...	...	...	...	...	...	...	...
,, Reformatory schools ...	...	...	...	228	242	228	...
,, Schools for Defectives ...	...	...	...	92	87	92	23
,, Schools for Adults ...	59	51	...	(*f*) 97	76	...	1
,, Other schools ...	4,367	3,531	668	13,521	10,708	1,395	119
Totals ...	4,708	3,795	700	18,335	14,427	4,293	148
Totals for Recognized Institutions.	82,694	66,716	1,668	968,164	760,127	8,792	51,406
In Unrecognized Institutions.	52,029	...	28	(*g*)52,029	...	28	2,541
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	134,723	66,716	1,696	1,020,193	760,127	18,820	53,947

(*a*) Includes 49 M.A. and 6 M Sc. students of the colleges at Patna and 4 M.A. students of Ravenshaw College reading Law also.
(*b*) Excludes 55 M.A. and M.Sc. students shown against Arts and Science.
(*c*) Includes 147 students not reading the University course.
(*d*) Includes 4,403 students of night schools.
(*e*) Includes 95 students of night schools.
(*f*) ,, 38 ,, ,, ,, ,,
(*g*) ,, 635 ,, ,, ,, ,,

General Table II-B.—Distribution of Scholars attending Educational Institutions for Females in Bihar and Orissa for the official year 1931-32.

	Government.			District Board.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	1	2	3	4	5	6
READING						
In Recognized Institutions.						
University and Intermediate Education.						
Arts and Science	5	4	3	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Totals ...	5	4	3	...	...	...
School and Special Education.						
In High schools	662	507	85	...	...	...
,, Middle schools { English	195	138	27	...	...	...
,, Middle schools { Vernacular	541	355	...	...	...	...
,, Primary schools ...	479	301	4	4,636	3,184	...
Totals ...	1,877	1,301	116	4,636	3,184	...
In Medical schools ...	...	...	...	...	...	...
,, Training ,, ...	98	84	87	...	...	...
,, Technical and Industrial schools.	...	...	...	...	...	...
,, Commercial schools (a) ...	...	...	...	...	...	...
,, Agricultural schools ...	...	...	..	...	...	...
,, Schools for Adults ...	...	...	...	...	...	...
,, Other schools	...	...	...	...	...	...
Totals ...	98	84	87	...	...	...
Totals for Recognized Institutions.	1,980	1,389	206	4,636	3,184	...
In Unrecognized Institutions.	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	1,980	1,389	206	4,636	3,184	...
GRAND TOTALS, ALL INSTITUTIONS, MALES AND FEMALES.	20,925	17,363	5,698	189,003	142,368	1,905

(a) Includes Clerical schools.

General Table II-B.—Distribution of Scholars attending Educational

	Municipal Board.			Aided.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	7	8	9	10	11	12
READING						
In Recognized Institutions.						
University and Intermediate Education.						
Arts and Science ...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Totals ...	...	..	...	..	...	..
School and Special Education.						
In High schools ...	...	...	...	1,160	977	398
,, Middle schools { English ...	...	...	...	2,834	2,449	742
,, Middle schools { Vernacular	...	...	...	857	726	501
,, Primary schools ...	3,172	2,203	...	50,035	39,324	1,173
Totals ...	3,172	2,203	...	54,886	43,476	2,814
In Medical schools ...	...	...	...	...	...	...
,, Training ,, ...	...	...	...	151	143	136
,, Technical and Industrial Schools.	...	...	...	270	234	31
,, Commercial schools (*a*)	...	...	...	...	...	...
,, Agricultural schools ...	...	...	...	40	13	...
,, Schools for Adults ...	...	...	...	...	...	...
,, Other schools ...	...	...	...	...	...	...
Totals ...	...	...	...	431	390	167
Totals for Recognized Institutions.	3,172	2,203	...	55,347	43,866	2,981
In Unrecognized Institutions.	...	...	...	...	...	...
Grand Totals, all Institutions for Females.	3,172	2,203	...	55,347	43,866	2,981
Grand Totals, all Institutions, Males and Females.	27,332	20,121	15	713,345	564,206	12,693

(*d*) Includes

Institutions for Females in Bihar and Orissa for the official year 1931-32.

Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of Males included in column 16.	
Scholars on roll on March. 31st.	Average daily attendance.	Number of residents in approved hostels.					
13	14	15	16	17	18	19	
							READING
							In Recognized Institutions.
							University and Intermediate Education.
...	...	...	5	4	3	...	Arts and Science.
...	...	...	...	...	...	...	Medicine.
...	...	...	...	...	...	...	Education.
...	...	...	5	4	3	...	Totals.
							School and Special Education.
...	...	...	1,822	1,484	4,831	70	In High schools.
706	649	482	3,735	3,236	1,251	176	In Middle schools (English.)
53	39	27	1,451	1,120	528	64	In Middle schools (Vernacular.)
4,508	3,497	60	62,830	48,509	1,237	1,711	In Primary schools.
5,267	4,185	569	69,838	54,349	3,499	2,021	Totals.
...	...	...	...	...	...	...	In Medical schools.
...	...	...	249	227	223	...	„ Training „
68	67	52	338	301	83	...	„ Technical and Industrial schools.
...	...	...	...	...	...	...	„ Commercial schools (*a*).
...	...	...	40	13	...	...	„ Agricultural schools.
...	...	...	...	...	...	...	„ Schools for Adults.
...	...	...	...	...	...	...	„ Other schools.
68	67	52	627	541	306	...	Totals.
5,335	4,252	621	70,470	54,894	3,808	2,021	Totals for Recognized Institutions.
4,160	...	...	4,160	...	...	103	In Unrecognized Institutions.
9,495	4,252	621	74,630	54,894	3,808	2,124	GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.
144,218	70,968	2,317	1,094,823	815,021	22,628	...	GRAND TOTALS, ALL INSTITUTIONS, MALES AND FEMALES.

(a) Clerical schools.

General Table III-A.—Expenditure on Education for Males

Expenditure on buildings includes Rs. 2,34,195, spent by the

* Miscellaneous (on page 20)

Scholarships or stipends ... ...
Hostel charges (Recurring) ... ...
Contingencies and miscellaneous ...

	Government Institutions.					
	Government funds.	District board funds.	Municipal funds.	Fees, including fees paid from Mohsin fund.	Other sources.	Total
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...	...	...
Board of Secondary and Intermediate Education.	4,697	...	...	...	...	4,697
Arts and Science Colleges ...	6,72,025	...	...	1,79,517	9,875	8,61,417
Law	23,998	...	...	36,962	...	60,960
Medicine	1,97,758	...	...	35,501	...	2,33,259
Education	67,228	...	...	...	120	67,348
Engineering	1,23,368	...	...	19,312	...	1,42,680
Agriculture...	...	...	...	...	...	...
Veterinary	48,422	...	...	5,104	6,000	59,526
Intermediate Colleges	3,558	...	...	6,089	228	9,875
TOTALS ...	11,41,054	...	...	2,82,485	16,223	14,39,762
SCHOOL EDUCATION.						
General.						
High schools	3,81,642	...	...	3,02,811	4,512	6,88,965
Middle schools ... English ...	33,709	...	...	7,981	211	41,901
Middle schools ... Vernacular ...	...	..	...	...	...	...
Primary schools	11,098	...	...	222	18	11,338
TOTALS ...	4,26,449	...	...	3,11,014	4,741	7,42,204
Special Schools.						
Art schools	...	...	...	...	...	...
Law schools	...	...	...	7,374	...	7,374
Medical schools	1,19,263	...	...	17,103	2,588	1,38,954
Normal and Training schools ...	2,98,743	...	...	3,186	193	3,02,122
Engineering schools † ...	48,295	...	...	6,108	3,894	58,297
Technical and Industrial schools ..	2,70,642	...	...	12,030	8,797	2,91,469
Commercial schools § ...	531	...	...	1,610	...	2,141
Agricultural schools ...	...	...	...	...	...	...
Reformatory schools ...	95,980	...	...	...	4,062	1,00,042
Schools for Defectives ...	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other schools	81,678	...	...	...	...	81,678
TOTALS ...	9,15,132	...	...	47,411	19,534	9,82,077
GRAND TOTALS ...	24,82,635	...	...	6,40,910	40,498	31,64,043

† Includes Survey schools—(None in the province).
§ Includes Clerical schools.

in Bihar and Orissa for the official year 1931-32.

‡Public Works Department on Educational buildings.
includes the following items :—

Rs.
2,79,898
3,72,292
6,65,659

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						
Government funds.	District board funds.	Municipal funds.	Fees, including fees paid from Mohsin fund.	Other sources.	Total.	
7	8	9	10	11	12	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	UNIVERSITY AND INTERMEDIATE EDUCATION.
..	...	...	...	...	...	University.
...	...	...	...	...	...	Board of Secondary and Intermediate Education.
...	...	...	...	...	...	Arts and Science Colleges.
...	...	...	...	...	...	Law.
...	...	...	...	...	...	Medicine.
...	...	...	...	...	...	Education.
...	...	...	...	...	...	Engineering.
...	...	...	...	...	...	Agriculture.
..	...	...	...	...	...	Veterinary.
...	...	...	...	...	...	Intermediate Colleges.
...	...	...	...	...	...	TOTALS.
						SCHOOL EDUCATION.
						General.
...	...	...	...	...	...	High schools.
...	2,63,500	8,916	2,03,562	2,778	4,79,056	Middle schools. { English.
...	1,51,135	5,891	44,563	402	2,02,021	{ Vernacular.
23,912	9,19,923	1,65,307	1,89,533	1,18,309	14,17,013	Primary Schools.
23,912	13,34,587	1,80,114	4,37,058	1,21,489	20,98,090	TOTALS.
						Special Schools.
...	...	...	...	..	...	Art schools.
...	...	...	...	...	...	Law schools.
...	...	...	...	...	...	Medical schools.
...	...	...	...	...	...	Normal and Training schools.
—	...	...	...	...	...	Engineering schools. †
...	...	...	...	...	...	Technical and Industrial schools.
...	...	...	...	...	...	Commercial schools §.
...	...	...	...	...	...	Agricultural schools.
...	...	...	...	...	...	Reformatory schools.
...	...	...	...	...	...	Schools for Defectives.
...	...	...	...	...	...	Schools for Adults.
...	240	...	...	...	240	Other schools.
...	240	...	...	...	240	TOTALS.
23,942	13,34,827	1,80,114	4,37,958	1,21,489	20,98,330	GRAND TOTALS.

General Table III-A.—Expenditure on Education for Males

	Aided Institu				
	Government funds.	District board funds.	Municipal funds.	Fees, including fees paid from Mohsin fund.	Other sources.
	13	14	15	16	17
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.
University	25,000	...	...	2,59,018	10,079
Board of Secondary and Intermediate Education.	...	...	...	...	...
Arts and Science Colleges	1,82,495	...	...	1,15,842	15,259
Law	...	...	..	...	...
Medicine	...	...	...	...	...
Education	...	...	...	...	...
Engineering	...	...	...	...	...
Agriculture	...	...	...	...	...
Veterinary	...	...	...	...	...
Intermediate Colleges	10,968	...	...	5,831	3,963
Totals ...	2,18,463		...	3,80,691	29,301
School Education.					
General.					
High schools	3,04,572	...	...	8,09,947	1,46,596
Middle schools .. English ..	70,539	1,86,650	3,914	3,37,148	1,24,092
Middle schools .. Vernacular ...	211	10,017	780	4,979	5,404
Primary schools	47,305	23,13,209	82,756	6,36,722	5,25,949
Totals ...	4,22,627	25,09,876	87,450	17,88,796	8,02,041
Special Schools.					
Art schools	...	...	...	...	...
Law schools	...	...	...	...	...
Medical schools	...	...	...	...	...
Normal and Training schools	5,692	...	...	...	2,643
Engineering schools†	...	...	...	...	...
Technical and Industrial schools ...	43,977	289	135	1,057	2,20,032
Commercial schools§	2,413	...	...	3,839	900
Agricultural schools	...	...	...	...	...
Reformatory schools	...	...	...	...	...
Schools for Defectives	5,452	...	120	1,004	5,814
Schools for Adults	...	384	...	14	32
Other schools	62,916	123	360	2,073	1,05,300
Totals ...	1,20,450	796	615	7,987	3,34,721
GRAND TOTALS ...	7,61,540	25,10,672	88,065	21,77,474	11,66,063

† Includes Survey schools—(None in the province).

§ Includes Clerical schools.

in Bihar and Orissa for the official year 1931-32—contd.

TIONS.	RECOGNIZED UNAIDED INSTITUTIONS.			
Total.	Fees, including fees paid from Mohsin fund.	Other sources.	TOTAL.	
18	19	20	21	
Rs.	Rs.	Rs.	Rs.	UNIVERSITY AND INTERMEDIATE EDUCATION.
2,94,097	...	...	...	University.
...	...	...	...	Board of Secondary and Intermediate Education.
3,13,596	...	..	...	Arts and Science Colleges.
...	...	...	...	Law.
...	...	...	...	Medicine.
...	...	...	...	Education.
...	...	...	...	Engineering.
...	...	...	...	Agriculture.
...	...	...	...	Veterinary.
20,762	...	...	...	Intermediate Colleges.
6,28,455	...	...	...	TOTALS.
				SCHOOL EDUCATION.
				General.
12,61,115	2,58,842	81,014	3,39,856	High schools.
7,22,343	55,988	44,868	1,00,856	Middle Schools { English.
21,391	...	1,852	1,852	Middle Schools { Vernacular.
36,05,941	89,128	71,438	1,60,566	Primary Schools.
56,10,790	4,03,958	1,99,172	6,03,130	TOTAL.
				Special Schools.
...	...	...	...	Art schools.
...	...	...	...	Law schools.
...	...	...	...	Medical schools.
8,335	...	1,775	1,775	Normal and Training schools.
...	...	...	...	Engineering schools.†
2,65,490	...	4,275	4,275	Technical and Industrial schools.
7,152	9,034	819	9,853	Commercial schools.§
..	...	...	...	Agricultural schools.
...	...	...	...	Reformatory schools.
12,390	...	...	...	Schools for Defectives.
430	...	276	276	Schools for Adults.
1,70,772	43	1,04,574	1,04,617	Other schools.
4,64,569	9,077	1,11,719	1,20,796	TOTALS.
67,03,814	4,13,035	3,10,891	7,23,926	GRAND TOTALS.

General Table III-A.—Expenditure on Education for Males in Bihar and Orissa for the official year 1931-32—concld.

	Total Expenditure from—					Grand Total.
	Government funds.	District board funds.	Municipal funds.	Fees, including fees paid from Mohsin fund.	Other sources.	
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	1,15,445	...	...	...	...	1,15,445
Inspection	8,03,259	...	1,323	...	6,331	8,10,913
Buildings, furniture and apparatus	4,44,512	3,53,173	31,566	42,266	3,29,585	12,01,102
Miscellaneous*	5,11,296	1,74,360	5,976	2,16,923	4,09,294	13,17,849
Totals ...	18,74,512	5,27,533	38,865	2,59,189	7,45,210	34,45,309
University and Intermediate Education.						
University	25,000	...	...	2,59,018	10,979	(a)2,94,097
Board of Secondary and Intermediate Education.	4,697	...	...	...	...	(a)4,697
Arts and Science Colleges ...	8,54,520	...	...	2,95,359	25,134	11,75,013
Law	23,998	...	...	36,962	...	60,960
Medicine	1,97,758	...	...	35,501	...	2,33,259
Education	67,228	...	...	...	120	67,348
Engineering	1,23,368	...	...	19,312	...	1,42,680
Agriculture	...	..	...	...	...	...
Veterinary	48,422	...	...	5,104	6,000	59,526
Intermediate Colleges	14,526	...	...	11,920	4,191	30,637
Totals ...	13,59,517	...	...	6,63,176	45,524	20,68,217
School Education.						
General.						
High schools	6,86,214	...	...	13,71,600	2,32,122	22,89,936
Middle schools ... English ...	1,04,248	4,50,150	12,830	6,04,979	1,71,949	13,44,156
Middle schools ... Vernacular ...	211	1,61,182	6,671	49,542	7,658	2,25,264
Primary schools	82,345	32,33,131	2,48,063	9,15,605	7,15,714	51,94,858
Totals ...	8,73,018	38,44,463	2,67,564	29,41,726	11,27,443	90,54,214
Special Schools.						
Art schools	...	...	...	..	...	...
Law schools	...	...	...	7,374	...	7,374
Medical schools	1,19,263	...	...	17,103	2,588	1,38,954
Normal and Training schools ...	3,04,435	...	...	3,186	4,611	3,12,232
Engineering schools †	48,295	...	..	6,108	3,894	58,297
Technical and Industrial Schools ...	3,14,619	289	135	13,087	2,33,104	5,61,234
Commercial Schools §	2,944	...	...	14,483	1,719	19,146
Agricultural schools	...	...	...	...	...	...
Reformatory schools	95,980	...	...	...	4,062	1,00,042
Schools for Defectives	5,452	...	120	1,004	5,814	12,390
Schools for Adults	..	384	...	14	308	706
Other schools	1,44,594	363	360	2,116	2,09,874	3,57,307
Totals ...	10,35,582	1,036	615	64,475	4,65,974	15,67,682
GRAND TOTAL ...	51,42,629	43,73,032	3,07,044	39,28,566	23,84,151	1,61,35,422

(a) Represents indirect expenditure only.

† Includes Survey schools (none in the province).

§ Includes Clerical schools.

General Table III-B.—Expenditure on Education for females in Bihar and Orissa for the official year 1931-32.

Expenditure on buildings includes Rs. 2,027, spent by the Public Works Department on Educational buildings.

* Miscellaneous includes the following main items :—

	Rs.
Scholarships or stipends	24,755.
Hostel charges (Recurring)	94,214.
Contingencies and miscellaneous...	49,640.

	Government Institutions.					
	Government funds.	District board funds.	Municipal funds.	Fees including fees paid from Mohsin fund.	Other sources.	Total.
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	6,372	...	...	148	...	6,520
.. TOTALS ...	6,372	...	...	148	...	6,520
SCHOOL EDUCATION. *General.*						
High schools	70,430	...	...	16,386	507	87,323
Middle schools { English ...	7,052	...	...	...	...	7,052
Middle schools { Vernacular ...	12,826	...	...	...	...	12,826
Primary schools	10,099	...	..	43	...	10,142
.. TOTALS	1,00,407	...	...	16,429	507	1,17,343
Special schools.						
Arts schools	...	...	...	...	...	...
Law schools	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...
Normal and Training schools ...	31,926	..	...	49	...	31,975
Engineering schools	...	...	...	...	...	...
Technical and Industrial schools ...	...	...	...	..	...	...
Commercial schools	...	...	...	...	...	...
Agricultural schools	...	..	...	...	...	...
Reformatory schools	...	...	...	...	...	...
Schools for defectives	...	...	...	...	...	...
Schools for adults	...	...	...	...	...	...
Other schools (to be specified) ...	...	...	...	...	...	...
TOTALS ...	31,926	...	...	49	...	31,975
GRAND TOTALS FOR FEMALES ...	1,33,705	...	...	16,626	507	1,55,838
GRAND TOTALS FOR MALES ...	24,82,635	...	...	6,40,910	40,498	31,64,043
GRAND TOTALS FOR ALL ...	26,21,340	...	...	6,57,536	41,005	33,19,881

General Table III-B.—Expenditure on Education for females

	District Board and Municipal Institutions.					
	Government funds.	District board funds.	Municipal funds.	Fees including fees paid from Mohsin fund.	Other sources.	Total.
	7	8	9	10	11	12
University and intermidate education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate Colleges	..	...	...	...	...	...
Totals ...	...	...	...	...	...	...
School education.						
General.						
High schools	...	...	...	...	...	...
Middle schools. English ...	...	...	...	...	...	...
Middle schools. Vernacular ...	...	...	...	...	...	...
Primary schools	470	51,519	39,450	683	2,350	94,472
Totals ...	470	51,519	39,450	683	2,350	94,472
Special schools.						
Arts schools	...	...	...	...	...	...
Law schools	...	..	...	...	...	...
Medical schools	...	...	...	...	...	...
Normal and Training schools ...	...	...	...	...	...	...
Engineering schools	...	...	...	...	...	...
Technical and Industrial schools ...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...
Agricultural schools	...	...	...	..	...	...
Reformatory schools	...	...	...	...	...	...
Schools for defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other schools (to be specified) ...		...	...	...	...	..
Totals ...	...	...	...	...	...	...
GRAND TOTALS FOR FEMALES ...	470	51,519	39,450	683	2,350	94,472
GRAND TOTALS FOR MALES ...	23,942	13,34,827	1,80,114	4,37,958	121,489	20,98,330
GRAND TOTALS FOR ALL ...	24,412	13,86,346	2,19,564	4,38,641	1,23,839	21,92,802

in Bihar and Orissa for the official year 1931-32—*contd.*

Aided Institutions.						Recognized unaided institutions.		
Government funds.	District board funds.	Municipal funds.	Fees including fees paid from Mohsin fund.	Other sources.	Total.	Fees including fees paid from Mohsin fund.	Other sources.	Total.
13	14	15	16	17	18	19	20	21
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
33,052	...	...	40,770	17,990	91,812	...	...	...
36,017	...	...	14,116	48,227	98,360	162	12,816	12,978
8,364	...	...	1,571	8,005	17,940	...	1,242	1,242
28,580	2,21,164	44,255	27,057	72,699	393,755	431	9,628	10,059
1,06,013	2,21,164	44,255	83,514	1,46,921	601,867	593	23,686	24,279
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
19,329	...	...	741	7,913	27,983	...	...	...
...	...	...	...	...	...	...	...	...
5,067	...	...	...	10,764	15,831	...	420	420
...	...	...	...	...	...	...	...	...
357	...	...	...	...	357	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
24,753	...	...	741	18,677	44,171	...	420	420
1,30,766	2,21,164	44,255	84,255	1,65,598	6,46,038	593	24,106	24,699
7,61,540	25,10,672	88,065	21,77,474	11,66,063	67,03,814	4,13,035	3,10,891	7,23,926
3,92,306	27,31,836	1,32,320	22,61,729	13,31,661	73,49,852	4,13,628	3,34,997	7,48,625

General Table III-B.—Expenditure on Education for females in Bihar and Orissa for the official year 1931-32—concld.

	Total expenditure from—					Grand total.
	Government funds.	District board funds.	Municipal funds.	Fees including fees paid from Mohsin fund.	Other sources.	
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	10,804	...	...	..	...	10,804
Inspection	53,055	...	...	...	...	53,055
Buildings, furniture and apparatus ...	16,357	15,954	17,492	1,495	51,670	1,02,868
*Miscellaneous	75,137	20,290	1,488	28,289	43,405	1,63,609
... TOTAL	1,55,253	36,244	18,980	29,784	95,075	3,35,336
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts colleges	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Intermediate colleges	6,372	...	...	148	...	6,520
TOTAL	6,372	...	...	148	...	6,520
SCHOOL EDUCATION.						
General.						
High schools	103,482	...	...	57,156	18,497	179,185
Middle schools { English ...	43,069	...	...	14,278	61,043	118,390
Middle schools { Vernacular ..	21,190	...		1,571	9,247	32,008
Primary schools	39,149	2,72,683	83,705	28,214	84,677	508,428
TOTALS	206,890	2,72,683	83,705	1,01,219	1,73,464	8,37,961
Special schools.						
Arts schools	...	...	...	...	...	..
Law schools	...	...	...	...	..	...
Medical schools	...	...	...	...	...	...
Normal and Training schools ...	51,255	...	...	790	7,913	59,958
Engineering schools	...	...	...	...	...	...
Technical and Industrial schools ...	5,067	...	...	...	11,184	16,251
Commercial schools	...	...	...	...	...	...
Agricultural schools	357	...	...	...	..	357
Reformatory schools	...	...	...	...	...	...
Schools for defectives	..	...	...	...	...	...
Schools for adults	...	...	...	...	...	...
Other schools (to be specified) ...	...	...	...	...	...	...
TOTAL	56,679	...	...	790	19,097	76,566
GRAND TOTALS FOR FEMALES	4,25,194	3,08,927	1,02,685	1,31,941	2,87,636	12,56,383
GRAND TOTALS FOR MALES ...	51,42,629	43,73,032	3,07,044	39,28,566	23,84,151	1,61,35,422
GRAND TOTALS FOR ALL ...	(a) 55,67,823	(b) 46,81,959	(c) 4,09,729	40,60,507	26,71,787	1,73,91,805

(a) Includes Rs. 1,903 contributed by the Government of the United Provinces for the Bihar and Orissa Veterinary College ; and Rs. 48 389 paid by the Government of Bengal and Rs. 1,935 by the Government of Assam for the Reformatory school at Hazaribagh.

(b) Includes Rs. 34,19,016 from Government funds.

(c) Includes Rs. 1,66,340 from Government funds.

General Table IV-A.

General Table IV-A.—Race or creed of male scholars receiving general

		Europeans and Anglo Indians.	Indian Christians.	Hindus		Muhammadans.	Buddhists.
				Higher castes.	Others.		
		1	2	3	4	5	6
Total population		7,145	162,988	13,954,829	1,538,445	2,112,933	553
SCHOOL EDUCATION.							
Primary	Classes. I	315	10,970	324,696	15,431	58,458	...
	II	82	3,628	134,601	4,467	20,663	1
	III	70	2,679	98,567	2,290	13,287	...
	IV	75	1,556	43,564	375	4,345	3
	V	43	1,477	33,784	196	3,283	1
†Middle	VI	41	919	20,971	77	2,356	...
	VII	35	705	18,663	54	2,126	...
†High	VIII	27	321	7,700	27	1,296	...
	IX	14	204	6,203	23	1,056	...
	X	9	165	5,510	23	845	...
	XI	...	124	4,594	9	721	1
TOTALS ...		711	22,148	698,753	22,972	108,436	6
UNIVERSITY AND INTERMEDIATE EDUCATION.							
Intermediate classes ...	1st year ...	2	22	937	...	156	...
	2nd year ...	...	17	961	1	160	...
Degree classes ...	1st year ...	1	26	431	1	72	...
	2nd year ...	1	5	441	3	82	...
	3rd year ...	...	...	...	...	...	...
Post-Graduate classes ...	1st year ...	...	1	90	...	16	...
	2nd year ...	...	1	59	...	15	...
Research students		...		3	...	1	...
TOTALS ...		4	72	2,922	5	502	...
Scholars in recognized institutions ...		715	22,220	701,675	22,977	108,938	6
Number of scholars in unrecognized institutions.		...	227	36,196	1,226	9,944	...
GRAND TOTALS ...		715	22,447	737,871	24,203	188,882	6

*Excludes 56 students of the Ravenshaw College

†Lines could not be drawn as the middle and high departments begin from

education in Bihar and Orissa for the official year 1931-1932.

Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	
7	8	9	10	11	
145	3,622	1,013,614	18,794,274	...	Total population.
					SCHOOL EDUCATION.
2	170	25,528	435,568	413,736	Primary — Classes. I.
...	88	7,373	170,303	160,272	II.
...	77	5,156	123,126	114,284	III.
1	64	2,110	52,093	46,688	IV.
3	51	1,303	40,141	35,449	V.
...	26	541	24,931	20,907	†Middle VI.
...	23	346	21,952	17,998	VII.
...	19	75	9,465	6,227	†High VIII.
1	5	49	7,555	4,909	IX.
1	6	31	6,490	4,127	X.
...	1	27	5,477	3,517	XI.
8	530	42,537	896,101	828,114	TOTALS.
					UNIVERSITY AND INTERMEDIATE EDUCATION.
...	...	2	1,119	614	Intermediate classes ... 1st year.
...	...	6	1,145	675	2nd year.
...	...	...	531	309	
..	...	1	533	330	Degree classes ... 1st year.
..	...	...	...	...	2nd year.
...	...	...	107	65	3rd year.
...	...	...	75	46	Post-Graduate classes ... 1st year.
...	...	...	4	2	2nd year.
					Research students.
..	...	9	3,514	2,041	TOTALS.
8	530	42,546	899,615	830,155	Scholars in recognized institutions.
...	18	1,980	49,591	44,196	Number of scholars in unrecognized institutions.
8	548	44,526	949,206	874,351	GRAND TOTALS.

reading law only.

classes VII and IX, respectively, in European schools.

General Table IV.B—Race or creed of female scholars receiving

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.
				Higher castes.	Others.		
		1	2	3	4	5	6
Total Population ...		5,643	166,124	13,934,263	1,583,975	2,152,102	366
SCHOOL EDUCATION.							
	Classes.						
Primary	I	341	6,951	52,266	1,776	16,989	...
	II	102	1,604	14,931	419	3,982	...
	III	73	1,295	8,671	120	2,065	...
	IV	96	809	1,535	8	83	...
	V	68	591	870	2	49	...
*Middle	VI	49	369	250	...	4	...
	VII	28	253	152	1	2	...
* High	VIII	19	81	71	...	1	...
	IX	8	45	52	...	...	...
	X	3	24	20	...	...	...
	XI	2	16	18	...	...	...
TOTALS ...		789	12,038	78,836	2,326	23,175	...
UNIVERSITY AND INTERMEDIATE EDUCATION.							
Intermediate Classes ...	1st year ...	...	3	1	...	...	...
	2nd year ...	...	1	2	...	...	...
Degree ,, ...	1st year ...	...	...	...	...	...	...
	2nd year ...	...	1	1	...	...	...
	3rd year ...	...	...	...	...	...	...
Post-Graduate ,, ...	1st year ...	...	...	...	...	...	...
	2nd year ...	...	...	...	...	...	...
Research Students		...	...	...	...	...	...
TOTALS ...		...	5	4	...	...	...
Scholars in recognized institutions ...		789	12,043	78,840	2,326	23,175	...
Number of scholars in unrecognized institutions.		...	971	3,719	92	1,659	...
GRAND TOTALS ...		789	13,014	82,559	2,418	24,834	...

* Lines could not be drawn as the middle and high departments begin from

general education in Bihar and Orissa for the official year 1931-32.

Parsis.	Sikhs	Others.	Total.	Number of pupils from rural areas.	
7	8	9	10	11	
96	2,031	1,038,985	18,883,585	..	Total population.
					SCHOOL EDUCATION.
					Classes.
1	61	1,378	79,763	69,958	Primary I.
...	14	246	21,298	17,625	II.
2	9	129	12,364	9,759	III.
1	11	30	2,573	1,421	IV.
...	1	21	1,602	786	V.
...	...	3	675	221	*Middle VI.
...	...	...	436	146	VII.
...	...	...	172	29	*High VIII.
...	...	...	103	6	IX.
...	...	...	47	4	X.
...	...	...	36	2	XI.
4	96	1,807	119,071	99,957	TOTALS.
					UNIVERSITY AND INTERMEDIATE EDUCATION.
..	...	...	4	...	Intermediate Classes ... 1st year.
...	...	...	3	1	2nd year.
...	...	...	...	...	
...	—	...	2	...	Degree ,, ... 1st year.
...	...	...	...	...	2nd year.
...	...	...	...	...	3rd year.
...	...	...	...	...	Post-Graduate ,, ... 1st year.
...	...	...	...	...	2nd year.
...	...	...	...	...	Research students.
...	...	...	9	1	TOTALS.
4	96	1,807	119,080	99,958	Scholars in recognised institutions.
...	...	157	6,598	5,786	Number of scholars in unrecognised institutions.
4	96	1,964	125,678	105,744	GRAND TOTALS.

Classes VII and IX, respectively, in European schools.

General Table V-A.—Race or creed of male scholars receiving vocational and special education in Bihar and Orissa for the official year 1931-32.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from rural areas.
			Higher castes.	Others.							
	1	2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION.											
Art schools	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	108	...	19	...	...	...	...	127	99
Medical schools	...	6	304	...	71	..	...	...	..	381	243
Normal and Training schools	...	89	1,270	8	273	...	...	...	36	1,676	1,647
Engineering and Surveying schools.	..	8	92	2	1	...	...	...	...	103	75
Technical and Industrial schools.	90	289	1,001	97	171	...	7	4	82	1,741	1,313
Commercial schools ...	1	9	292	...	62	...	...	...	...	364	201
Agricultural schools ...	...	...	...	...	...	.	...	...	...	...	...
Reformatory school ...	...	3	105	43	74	...	...	...	3	228	228
Schools for defectives ...	...	37	26	2	4	...	...	...	...	69	...
Schools for adults ...	...	14	34	..	48	...	...	...	...	96	37
Other schools	..	119	9,666	74	3,529	...	...	...	14	13,402	11,022
TOTALS ...	91	574	12,898	226	4,252	...	7	4	135	18,187	14,665
UNIVERSITY AND INTERMEDIATE EDUCATION.											
Law	...	...	287	...	47	...	...	...	...	334*	206
Medicine	...	3	192	...	52	...	...	...	...	247	97
Education	...	2	70	...	11	...	...	...	...	83	50
Engineering	...	1	94	...	10	...	...	...	...	105†	55
Agriculture	...	...	8	..	1	...	..	...	...	9	...
Commerce	...	...	...	...	...	...	...	...	..	...	...
Forestry	...	...	...	...	...	...	...	...	...	...	...
Veterinary science ...	...	4	29	...	18	...	..	...	1	52	27
TOTALS ...	...	10	680	...	139	...	...	..	1	830	435
GRAND TOTALS ...	91	584	13,578	226	4,391	...	7	4	136	19,017	15,300

*Includes 56 students of the Ravenshaw College reading Law only.
†Excludes 147 students not reading the University course.

General Table V-B.—Race or creed of female scholars receiving vocational and special education in Bihar and Orissa for the official year 1931-32.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs	Others.	Total.	No. of pupils from rural areas.
			Higher castes.	Others.							
	1	2	3	4	5	6	7	8	9	10	11
School Education.											
Art schools	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...
Medical schools	1	3	...	...	...	...	...	1	...	5	5
Normal and Training schools	...	149	69	..	31	...	...	...	...	249	120
Engineering and Surveying schools.	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial schools.	...	333	1	...	1	...	...	...	3	338	211
Commercial schools ...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools ...	...	34	...	...	...	...	...	...	6	40	40
Reformatory schools ...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives ...	...	22	1	...	...	...	...	...	...	23	...
Schools for adults ...	...	1	...	...	...	...	..	...	...	1	1
Other schools	...	111	6	...	2	...	...	...	...	119	68
Totals ..	1	653	77	...	34	...	...	1	9	775	445
University and Intermediate Edudation.											
Law	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	..	...
Education	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	..	...	...	..	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	..	...
Grand Totals ...	1	653	77	...	34	...	...	1	9	775	445

General Table VI-A.—Teachers (Men) in the Province

Class of Institutions.	Trained Teachers with the following educational qualifications.				
	A degree.	Passed Intermediate or matric or school final.	Passed middle school.	Passed upper primary or lower primary school.	Lower qualifications.
	1	2	3	4	5
Primary Schools—					
Government	...	...	27	4	...
District Board and Municipal ...	...	10	4,504	843	...
Aided	...	25	9,441	2,975	1
Unaided	...	...	163	58	...
Totals ...	...	35	14,135	3,880	1
Middle Schools—					
Government	8	14	31	...	...
District Board and Municipal ...	1	255	1,090	23	...
Aided	8	249	745	19	...
Unaided	2	25	101	...	...
Totals ...	19	543	1,967	42	...
High Schools—					
Government	184	92	103	...	...
District Board and Municipal ...	...	...	...	...	...
Aided	93	185	155	2	...
Unaided	18	57	35	...	...
Totals ...	295	334	293	2	...
GRAND TOTALS ...	314	912	16,395	3,924	1

of Bihar and Orissa for the official year 1931-32.

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.	
Possessing a degree.		Possessing no degree.					
Certificated.	Uncertificated.	Certificated.	Uncertificated.				
6	7	8	9	10	11	12	
							Class of Institutions.
							Primary Schools—
...	...	...	4	31	4	35	Government.
...	...	13	2,069	5,357	2,682	8,039	District Board and Municipal.
...	2	8	13,409	12,442	13,419	25,861	Aided.
...	...	1	2,635	221	2,636	2,857	Unaided.
...	2	22	18,717	18,051	18,741	36,792	Totals.
							Middle Schools—
...	...	5	6	53	11	64	Government.
1	39	39	456	1,369	535	1,904	District Board and Municipal.
7	68	146	548	1,021	769	1,790	Aided.
...	20	5	172	128	197	325	Unaided.
8	127	195	1,182	2,571	1,512	4,083	Totals.
							High Schools—
7	17	36	68	379	128	507	Government.
...	...	...	...	...	...	...	District Board and Municipal.
87	291	159	494	435	1,011	1,446	Aided.
8	156	9	264	110	437	547	Unaided.
102	464	184	826	924	1,576	2,500	Totals.
110	593	401	20,725	21,546	21,829	43,375	GRAND TOTALS.

General Table VI-B.—Teachers (Women) in the Province of

Class of institutions.	Trained Teachers with the following educational qualifications.				
	A degree.	Passed Intermediate or matric or school final.	Passed middle school.	Passed upper primary or lower primary school.	Lower qualifications.
	1	2	3	4	5
Primary Schools—					
Government	...	...	10	9	...
District Board and Municipal ...	...	1	40	47	1
Aided	...	28	149	137	7
Unaided	...	...	12	4	...
Totals ...	...	29	211	197	8
Middle Schools—					
Government	1	4	14	4	...
District Board and Municipal ...	...	...	...	...	...
Aided	3	15	118	14	...
Unaided	...	1	27	4	...
Totals ...	4	20	159	22	...
High Schools—					
Government	8	5	11	1	...
District Board and Municipal ...	...	...	...	...	..
Aided	8	23	18	8	11
Unaided ... — ...	...	...	...	...	...
Totals ...	16	28	29	9	11
GRAND TOTALS ...	20	77	399	228	19

Bihar and Orissa for the year 1931-32.

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.	
Possessing a degree.		Possessing no degree.					
Certificated.	Uncertificated.	Certificated.	Uncertificated.				
6	7	8	9	10	11	12	
							Class of institutions.
							Primary Schools—
...	...	...	1	19	1	20	Government.
...	...	2	109	89	111	200	District Board and Municipal.
1	...	5	986	321	992	1,313	Aided.
...	1	...	111	16	112	128	Unaided.
1	1	7	1,207	445	1,216	1,661	Totals.
							Middle Schools—
...	...	2	1	23	3	26	Government.
...	...	...	...	...	...	...	District Board and Municipal.
...	6	5	48	150	59	209	Aided.
...	...	8	8	34	16	48	Unaided.
...	6	15	57	205	78	283	Totals.
							High Schools—
	5	1	6	25	12	37	Government.
...	...	...	...	...	...	...	District Board and Municipal.
3	3	3	18	68	27	95	Aided.
...	...	...	...	...	...	..	Unaided.
3	8	4	24	93	39	132	Totals.
4	15	26	1,288	743	1,333	2,076	GRAND TOTALS.

General Table VII.—European education in Bihar

Total European and Anglo-Indian population—

Males 7,145

Females 5,643

Total 12,788

Percentage to Euro-

	Institutions	Scholars on 31st March 1932.	Number of females in institutions for males and *vice versa*.	Number of non-European on the roll.	Teachers— Trained.	Teachers— Untrained.
	1	2	3	4	5	6
Institutions for Males.						
High schools	3	462	69	63	24	11
Middle schools	...	...	...	...	...	...
Primary schools	10	311	131	12	14	7
Totals ...	13	773	200	75	38	18
Institutions for Females.						
High schools	2	428	70	84	19	8
Middle schools	...	...	...	...	...	...
Primary schools...	6	423	158	30	20	10
Totals	8	851	228	114	39	18
GRAND TOTALS FOR ALL INSTITUTIONS.	21	1,624	...	189	77	36

Expenditure on buildings by Public Works Department—nil.

Miscellaneous includes the following main items :—

	Rs.
Scholarships and stipends ...	13,963
Hostel charges (recurring) ...	94,008
Contingencies and Miscellaneous	18,923

* Includes both district board

pean and Anglo-Indian population of those at school—

Males 11·2.

Females 14·6.

Total 12·7.

EXPENDITURE FROM—					
Government funds.	Local funds.*	Fees	Other sources.	Total expenditure.	
7	8	9	10	11	
Rs.		Rs.	Rs.	Rs.	INSTITUTIONS FOR MALES.
27,374	..	55,080	20,417	1,02,871	High schools.
...	...	...	...	...	Middle schools.
8,044	...	12,291	17,714	38,049	Primary schools.
35,418	...	67,371	38,131	1,40,920	TOTALS.
					INSTITUTIONS FOR FEMALES.
15,028	...	34,735	11,735	61,498	High schools.
...	...	...	...	...	Middle schools.
11,407	...	21,762	9,936	43,105	Primary schools.
26,435	...	56,497	21,671	1,04,603	TOTALS.
61,853	...	1,23,868	59,802	2,45,523	GRAND TOTALS FOR ALL INSTITUTIONS.
3,102	...	...	...	3,102	Inspection.
9,291	...	859	37,009	47,159	Building, etc.
48,459	...	57,229	20,601	1,26,289	Miscellaneous.
60,852	...	58,088	57,610	1,76,550	TOTALS.
1,23,705	...	1,81,956	1,17,412	4,22,073	GRAND TOTAL.

and municipal funds.

General Table VIII.—Examination results, Bihar

Examinations.	MALES.					
	Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
DEGREE EXAMINATIONS.						
Arts and Science.						
M. A.	89	19	108	48	13	61
M. Sc.	22	...	22	7	...	7
B. A. (Honours)	113	...	113	50	...	50
B. Sc. (Honours)	21	...	21	13	...	13
B. A. (Pass)	675	60	735	(a)186	9	195
B. Sc. (Pass)	66	...	66	18	...	18
Law.						
Master of Law	...	...	...	...	...	...
Bachelor of Law	290	...	290	92	...	92
Medicine.						
M. D.	...	...	...	...	...	...
M. B. B. S.	116	...	116	55	...	55
Engineering.						
Bachelor of C. E.	22	...	22	19	...	19
Education.						
B. Ed.	2	...	2	1	...	1
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	1,145	51	1,196	410	14	424
Intermediate in Science	584	...	584	191	...	191
License, Diploma or Certificate in Teaching.	71	12	83	54	6	60
Intermediate in Civil Engineering ...	32	...	32	30	...	30
SCHOOL EXAMINATIONS.						
(a) On completion of High School course.						
Matriculation	4,928	382	5,310	1,687	87	1,774
School Leaving	71	...	71	33	...	33

* Appearing from

(a) Includes 21 candidates for Honours.

and Orissa, for the official year 1931-32.

FEMALES.						Examinations.
Number of Examinees.			Number Passed.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
7	8	9	10	11	12	
						DEGREE EXAMINATIONS.
						Arts and Science.
...	...	...	...	...	...	M. A.
...	...	...	...	...	...	M. Sc.
...	...	...	...	...	...	B. A. (Honours).
...	...	...	...	...	...	B. Sc. (Honours).
...	...	...	...	...	...	B. A. (Pass).
...	...	...	...	...	...	B. Sc. (Pass).
						Law.
...	...	...	...	...	...	Master of Law.
...	...	...	...	...	...	Bachelor of Law.
						Medicine.
...	...	...	...	...	...	M. D.
...	...	...	...	...	...	M. B. B. S.
						Engineering.
...	...	...		...	...	Bachelor of C. E.
						Education.
...	...	...	...	...	...	B. Ed.
						INTERMEDIATE EXAMINATIONS.
2	1	3	2	...	2	Intermediate in Arts.
...	...	...	...	...	...	Intermediate in Science.
...	...	...	...	...	...	License, Diploma or Certificate in Teaching.
...	...	...	...	...	...	Intermediate in Civil Engineering.
						SCHOOL EXAMINATIONS.
						(a) On completion of High School course.
20	12	32	7	1	8	Matriculation.
7	...	7	5	...	5	School Leaving.

a recognized institution.

General Table VIII.—Examination results, Bihar and Orissa,

Examination.	MALES.					
	Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
SCHOOL EXAMINATIONS—*concld.*						
(*a*) On completion of High School Course—concld.						
European High School	...	..	...	...	...	...
Cambridge School Certificate ...	23	...	23	14	...	14
(*b*) On completion of Middle School Course.						
Cambridge Junior	29	..	29	14	...	14
European Middle	...	...	...	...	...	...
Anglo-Vernacular Middle ...	13,758	...	13,758	8,497	...	8,497
Vernacular Middle	(*a*) 4,399	194	4,593	(*b*) 4,922	74	4,996
(*c*) On completion of Primary Course.						
Upper Primary	32,544	...	32,544	27,414	...	27,414
Lower Primary	95,877	...	95,877	67,560	...	67,560
(*d*) On completion of Vocational Course.						
For teacher's certificate :—						
Vernacular, Higher ...	140	81	221	128	51	179
Vernacular, Lower ...	1,683	549	2,232	1,316	226	1,542
At Art schools	...	...	...	...	...	...
At Law schools	41	...	41	32	...	32
At Medical schools	141	...	141	70	...	70
At Engineering schools† ...	52	...	52	40	...	40
At Technical and Industrial schools.	468	...	468	402	...	402
At Commercial schools ...	556	...	556	468	...	468
At Agricultural schools ...	...	...	...	...	...	...
At other schools††	36	...	36	32	...	32

* i.e. Appearing from a

† Includes

†† The results of Madrasas and Sanskrit Tols

(*a*) Includes 2,450 candidates from

(*b*) Includes 1,910 candidates who appeared for the

(*c*) Includes 51 candidates from

(*d*) Includes 16 candidates who appeared for the

for the official year 1931-32—concld.

FEMALES.						Remarks.
Number of Examinees.			Number passed.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
7	8	9	10	11	12	
						SCHOOL EXAMINATIONS—*concld.*
						(*a*) On completion of High School Course—concld.
...	...	..	...	...	...	European High School.
...	...	...	...	...	...	Cambridge School Certificate.
						(*b*) On completion of Middle School Course.
18	...	18	11	...	11	Cambridge Junior.
...	...	...	...	...	...	European Middle.
229	15	244	143	6	149	Anglo-Vernacular Middle.
(*c*) 100	27	127	(*d*) 81	17	98	Vernacular Middle.
						(*c*) On completion of Primary Course.
1,187	7	1,194	944	6	950	Upper Primary.
7,741	...	7,741	5,628	...	5,628	Lower Primary.
						(*d*) On completion of Vocational Course.
						For teacher's certificate :—
...	...	...	...	...	...	Vernacular, Higher.
103	4	107	102	4	106	Vernacular, Lower.
...	...	...	...	...	...	At Art schools.
	...	...	...	...	...	At Law schools.
1	...	1	1	...	1	At Medical schools.
...	...	...	...	...	...	At Engineering schools.†
14	...	14	14	..	14	At Technical and Industrial schools.
...	...	...	...	...	...	At Commercial schools.
...	...	...	...	...	...	At Agricultural schools.
...	...	...	...	...	...	At other schools.††

recognized institution.
Survey schools.
are shown in Chapter IX.
Middle English schools.
Middle English examination.
Middle English schools.
Middle English examination.

General Table IX.—Statistics of educational institutions in rural areas

Types of Institutions.	Number of Institutions and Scholars.							
	Government		District Board		Private		Total	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
	1	2	3	4	5	6	7	8
Recognized Institutions.								
For Males.								
Arts Colleges ...	...	..	...	...	...	...	...	...
Professional Colleges ...	2	27	...	...	...	...	2	27
High schools ...	2	474	...	...	62	13,405	64	13,879
Middle schools ...	2	211	311	33,589	322	31,714	635	65,514
Primary schools ...	3	208	2,904	150,566	21,165	62,274	24,072	773,048
Training schools ...	80	1,614	...	...	3	62	83	1,676
Agricultural schools ...	...	..	...	...	...	...	...	...
Schools for adults ...	...	...	...	..	1	38	1	38
Other schools ...	13	651	1	21	260	8,069	274	8,741
Totals ...	102	3,185	3,216	184,176	21,813	675,562	25,131	862,923
For Females.								
Arts colleges ...	...	...	...	..	...	...	...	...
Professional colleges ...	...	...	...	...	...	...	...	...
High schools ...	...	...	...	...	...	...	...	...
Middle schools ...	2	211	...	...	5	1,012	7	1,223
Primary schools ...	1	33	128	4,586	2,000	46,811	2,129	51,430
Training schools ...	2	42	...	...	5	105	7	147
Agricultural schools ...	...	...	...	...	1	40	1	40
Schools for adults ...	...	...	...	...	...	...	...	...
Other schools ...	...	...	...	...	6	211	6	211
Totals ...	5	286	128	4,586	2,017	48,179	2,150	53,051
Grand Totals for all recognized Institutions.	107	3,471	3,344	188,762	23,830	723,741	27,281	915,974
II.—Unrecognized Institutions.								
For Males	...	...	...	...	...	...	1,806	45,551
For Females ...	...	...	...	...	...	...	180	3,638
Totals ...	...	...	...	...	...	...	1,986	49,189
Grand Totals for all Institutions.	...	...	...	...	...	...	29,267	965,163

in the province of Bihar and Orissa for the year 1931-32.

Expenditure on Institutions—				Number of Teachers—				Types of Institutions
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In Private schools.	Total	
9	10	11	12	13	14	15	16	
Rs.	Rs.	Rs.	Rs.					Recognized Institutions.
								For Males.
...	...	...	...	...	...	...	...	Arts colleges.
79,260	1,311	15,137	95,708	8	...	...	8	Professional colleges.
2,03,422	933	5,67,448	7,71,803	33	...	769	802	High schools.
68,568	8,14,086	7,29,525	16,12,179	16	1,819	1,704	3,539	Middle schools.
69,608	34,82,281	15,50,589	51,02,478	9	7,020	26,696	33,725	Primary schools.
3,40,724	...	9,134	3,49,858	121	...	9	130	Training schools.
...	...	...	...	...	...	...	...	Agricultural schools.
...	384	46	430	...	...	3	3	Schools for adults.
1,61,903	973	1,38,865	3,01,741	12	1	458	471	Other schools.
9,23,485	42,99,968	30,10,744	82,34,197	199	8,840	29,639	38,678	Totals.
								For Females.
...	...	...	...	...	...	...	...	Arts colleges.
...	...	...	...	...	...	...	...	Professional colleges.
...	...	...	...	...	...	...	...	High schools.
14,310	144	17,526	31,980	10	...	60	70	Middle schools.
6,177	3,00,179	70,557	3,76,913	2	217	2,277	2,496	Primary schools.
27,998	...	7,425	35,423	5	...	14	19	Training schools.
357	...	...	357	...	...	4	4	Agricultural schools.
...	...	...	...	...	...	...	...	Schools for adults.
3,990	...	3,075	7,065	...	...	11	11	Other schools.
52,832	3,00,323	98,583	4,51,738	17	217	2,366	2,600	Totals.
9,76,317	46,00,291	31,09,327	86,85,935	216	9,057	32,005	41,278	Grand Totals for all recognized Institutions.

General Table X.—Scholars by classes and ages on the 31st March 1932—(Quinquennial).

Stages.	Primary.					Middle.		High.				Total.
Classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	
Ages—												
Below 5	26,569	222	0	...	...	...	...	...	...	...	...	26,801
5 to 6	140,924	7,356	430	36	4	...	.	...	...	...	...	148,750
6 to 7	145,392	30,510	4,384	423	144	23	...	...	...	...	...	180,876
7 to 8	100,332	50,500	15,674	2,755	1,028	239	9	4	...	...	...	170,541
8 to 9	52,277	43,917	27,273	6,926	2,530	682	132	13	...	...	...	133,750
9 to 10	27,423	30,712	31,703	9,945	5,117	1,537	452	74	5	...	...	106,971
10 to 11	11,259	15,459	25,210	11,993	7,966	3,104	1,278	391	76	8	...	76,744
11 to 12	5,645	7,225	15,952	9,910	8,474	4,450	2,544	946	332	40	7	55,525
12 to 13	2,533	3,265	7,683	6,573	7,857	5,209	3,971	1,573	768	270	43	39,745
13 to 14	989	1,174	3,596	3,614	4,469	4,336	4,911	1,866	1,211	586	171	26,923
14 to 15	552	415	1,529	1,403	2,299	3,221	4,285	1,928	1,588	1,135	428	18,783
15 to 16	303	211	435	677	1,112	1,525	2,599	1,387	1,588	1,367	857	12,061
16 to 17	262	141	131	294	488	781	1,303	829	1,177	1,412	1,305	8,118
17 to 18	252	90	117	89	160	311	631	380	548	976	1,220	4,774
18 to 19	174	150	67	14	53	156	205	223	281	492	740	2,555
19 to 20	138	58	57	9	27	20	48	15	67	184	495	1,118
Over 20	307	196	236	5	20	12	20	8	19	69	245	1,137
Totals ...	515,331	191,601	134,490	54,666	41,743	25,606	22,388	9,637	7,660	6,539	5,511	1,015,172
Withdrawals in 1931-32 ...	99,435	25,402	59,019	12,018	20,304	5,006	10,329	1,762	1,211	1,149	2,951	238,586
Admission in 1931-32 ...	229,138	46,155	35,012	37,165	14,376	12,444	7,956	4,579	2,386	1,878	2,260	393,349

General Table X.—Scholars by classes and ages on the 31st March 1932—(Quinquennial).—concld.

Stages.	Intermediate degree post-graduate.								Totals.	Grand totals.
Classes.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.	Research.		
Ages—										
Below 5	...	...	...	...	...	...	...	...	...	26,801
5 to 6	...	...	...	...	...	...	...	...	...	148,750
6 to 7	...	...	...	...	...	...	...	...	...	180,876
7 to 8	...	...	...	...	...	...	...	...	...	170,541
8 to 9	...	...	...	...	...	...	...	...	...	133,750
9 to 10	...	...	...	...	...	...	...	...	...	106,971
10 to 11	...	...	...	...	...	...	...	...	...	76,744
11 to 12	...	...	...	...	...	...	...	...	...	55,525
12 to 13	...	...	...	...	...	...	...	...	...	39,745
13 to 14	5	...	...	...	...	...	...	...	5	26,928
14 to 15	24	...	...	...	...	...	...	...	24	18,807
15 to 16	92	15	2	...	...	...	...	...	109	12,170
16 to 17	183	74	7	...	...	...	...	...	264	8,382
17 to 18	231	163	38	19	...	...	...	...	451	5,225
18 to 19	249	220	82	52	3	...	...	...	606	3,161
19 to 20	166	242	114	73	9	1	...	...	605	1,723
Over 20	173	434	288	391	95	74	...	4	1,459	2,596
Totals ...	1,123	1,148	531	535	107	75	...	4	3,523	1,018,695
Withdrawals in 1931-32 ...	148	982	43	556	12	73	..	...	1,814	240,400
Admission in 1931-32 ...	1,175	431	481	239	75	14	..	...	2,415	395,764

BOGP (DPI) 40—652—21-9-1932—SCM

GOVERNMENT OF BIHAR AND ORISSA

(MINISTRY OF EDUCATION).

ERRATUM.

The 20th December 1932.

No. 4274-E.—In resolution no. 3899-E., dated the 23rd November 1932, published at pages 1311--1324 of the Supplement to the *Bihar and Orissa Gazette*, dated the 30th November 1932, in line 15 of paragraph 11 insert a fullstop after the word "risen" and omit the words "and there are now two untouchable pupils in the college stage against none five years ago."

By order of the Govt. of Bihar and Orissa
(Ministry of Education),

B. K. GOKHALE,
Secretary to Government.

No. 3899-E.

GOVERNMENT OF BIHAR AND ORISSA.

MINISTRY OF EDUCATION.

RESOLUTION.

Dated the 23rd November 1932.

READ—

The Quinquennial Review on the progress of education in Bihar and Orissa dealing with the period from the 1st April 1927 to the 31st March 1932.

THE post of Director of Public Instruction was held substantively by Mr. G. E. Fawcus, C.I.E., O.B.E., during the whole period under review. Mr. Fawcus was on leave for 11 months from November 1927 and for 8 months from the end of February 1932 when Mr. H. Lambert officiated as Director. This report has been written by Mr. Fawcus during his leave. The post of Deputy Director was successively held by Mr. T. C. Orgill until October 1927, by Mr. F. R. Blair until the end of April 1929, by Mr. P. O. Whitlock until October 1930 and by Mr. S. C. Tripathi since then. The post of Deputy Directress was held by Miss Dawson until she went on leave preparatory to retirement in July 1930. It was then held in abeyance and subsequently abolished on the creation of a post of Inspectress of schools in class I of the Bihar and Orissa Educational Service. Miss P. D'Abreu has been appointed to this post by promotion from class II. A new post of special officer for primary and girls' education in class I of the Provincial Service was created in August 1930 and was held by Mr. F. R. Blair until July 1931. It was then decided to hold it in abeyance on account of the

financial stringency which necessitated curtailment of the grant for primary education and, incidentally, to some extent reduced the growing volume of work at headquarters, which had become too heavy for the sanctioned staff to manage.

2. *The educational and inspecting staff.*—As a result of the cessation of recruitment to the Indian Educational Service, the actual strength of the service has been reduced to 21. Of the 10 vacancies which occurred during the quinquennium, five were caused by death and five were due to retirement. The number of posts for men has been reduced to 24 including the post of Director while all the four posts for women have disappeared. Of the 12 posts which have been abolished from the Indian Educational Service cadre 9 have been replaced by posts in class I of the Bihar and Orissa Educational Service and 3 by posts in class II of that service.

A new service, called class I of the Bihar and Orissa Educational Service, was constituted with effect from the 1st April 1930 to take the place of the Indian Educational Service as it gradually disappears. The pay of the Men's Branch of the service is Rs. 360—$\frac{40}{2}$—600—$\frac{50}{1}$—1,250 with an efficiency bar at Rs. 600 and that of the Women's Branch Rs. 325—15—475—25—800 with the bar at Rs. 475. The total number of posts is 42 for men and 4 for women, of which 12, including 3 posts for women, have been actually filled. The others are either kept in abeyance against officers in the Indian Educational Service or are being held temporarily by officers in class II or by officers specially recruited on contract.

With the constitution of the new service, the pay of the former Senior Branch of the Bihar and Orissa Educational Service was revised and fixed at Rs. 250—$\frac{40}{2}$—450—$\frac{50}{2}$—550—$\frac{50}{1}$—600—$\frac{40}{1}$—800 with an efficiency bar at Rs. 550, the selection grade being abolished. This service is now called class II and the junior branch of the same service is called class III. The number of posts in the Men's Branch of classes II and III has risen from 145 to 168 during the quinquennium while the number of posts in the Women's Branch has remained constant at 10. Minor changes only have taken place in the strength and conditions of service of the Subordinate Educational Service and the Vernacular Teachers' Service and in the number and pay of other posts.

The figures quoted by the Director show a satisfactory increase of Rs. 34·8 in the average pay of teachers in privately managed colleges, the increase being mainly due to the

incremental scales of pay sanctioned in the year 1926-27. The figures for secondary schools show little change but the figures for primary schools show a distinct drop of about 7 per cent in the already low average of about Rs. 10 per mensem. Unfortunately, many local bodies have preferred to effect the necessary saving in their expenditure on education, at any rate in part, by reducing the pay of the teachers. The alternative of reducing the number of schools and having fewer schools with better paid teachers would probably have been preferable.

The strength of the inspecting staff slightly rose during the period from 354 to 357 and the expenditure from Rs. 8,17,164 to Rs. 8,63,968. The percentage of the total expenditure from public funds incurred under 'direction' and 'inspection' has risen from 7·7 to 9·2; the percentage at the beginning of the previous quinquennium was 11·8. The increase appears to be partly due to incremental scales of pay but mostly to the reduction in the total expenditure on education as a result of the financial stringency. The work of the Inspectors of schools continues to be heavy in spite of the delegation of powers to subordinate officers made in the year 1925. The number of deputy inspectors and sub-inspectors is still inadequate, though the recent fall in the number of schools has made the position less unsatisfactory than it was five years ago. The experiment of dividing the diploma course in education into two branches, one for the training of teachers in secondary schools and the other for the training of prospective sub-inspectors will be watched with interest in view of the improbability of any quantitative increase in the staff of sub-inspectors in the near future.

3. *Patna University.*—The long drawn-out controversy regarding the constitution of the University was set at rest towards the close of the quinquennium by the passing of the Patna University (Amendment) Act, 1932. A private Bill introduced in the Legislative Council in 1928-29 with the main object of making the University a combined teaching and affiliating body by giving it special powers over the colleges at Patna was rejected by the Council early in 1929 after the Senate had passed a resolution that it was not desirable that the Bill should be proceeded with. Another private Bill introduced in 1931-32 was ultimately withdrawn and a fresh Bill drafted by the Vice-Chancellor and approved by the Senate was put forward as a Government measure in February 1932 and has since been passed into law. It secures a larger number of places for non-teachers on the Senate and Syndicate and gives the University a Central Board to arrange for inter-collegiate lectures

and to promote the general welfare and corporate life of its students without changing its federal character. The University has also been given an important part in the selection of candidates for college appointments by the constitution of a permanent Board of Selection with the Vice-Chancellor as President.

The quinquennium witnessed the completion of buildings for the University office and library and the almost complete re-housing of the colleges at Patna, almost every college having one or more important buildings completed during the quinquennium. The facilities for instruction have been considerably extended by the admission of colleges in new subjects and by the liberal provision made for the teaching of science. The curriculum has been improved by the inclusion of music and domestic science as subjects for the matriculation examination ; of psychology, music and domestic science for the intermediate examination in Arts ; and of pharmacology and therapeutics as a distinct subject for Part I of the Final M. B., B. S. examination. The course in education has been revised and the diploma course has been divided into two branches, one for the training of teachers in secondary schools and the other for the training of prospective sub-inspectors. The medical degrees of the University have been recognised by the Examining Board in England, while the engineering degree has received similar recognition by the Institute of Engineers (India).

The financial position of the University continued to be satisfactory and a number of public benefactions were received, of which the most important was the endowment of a lakh of rupees given by the Hon'ble Sir Ganesh Datta Singh, Kt., Minister for Local Self-Government, to provide loan scholarships for the prosecution of higher studies either in India or abroad in medicine, or, failing suitable medical candidates, in pure science.

The number of students in colleges, which increased during the preceding quinquennium from below 3,000 to about 4,600, further increased to 4,900 in 1928-29. The number at the end of the quinquennium was about 4,700, the decrease being due to the economic depression. Towards the end of the quinquennium the number of successful candidates at the various examinations showed a marked decline, which may partly be attributed to the political excitement which adversely affected the minds of the students and partly to greater strictness in conducting the examinations. As instances of important changes in the

Regulations may be quoted the decisions of the University to restrict the scope of the supplementary examinations and to insist that students who combine a post graduate course in arts or science with the B. L. course must devote three years to their studies. The largest number of failures at the matriculation examination was in English, the use of the vernacular as an optional medium of instruction and examination in history and geography having perhaps contributed to the poor standard of knowledge in that subject.

The University recognised the unique services rendered to the cause of education by their Chancellor and Vice-Chancellor by conferring the degree of Doctor of Law, *honoris causa*, on His Excellency Sir Hugh Lansdown Stephenson, K.C.S.I., K.C.I.E., I.C.S., and on Sir Saiyid Sultan Ahmad, Kt., who became the first Honorary Vice-Chancellor of the University in 1923 and continued to hold office until November 1930 by reappointment on three successive occasions.

4. *College education.*—The number of colleges teaching up to the degree standard in arts and science rose from 6 to 7 with the opening of the Science College at Patna. In addition, there are two training colleges, one teaching up to the degree standard and the other up to the diploma standard, and two intermediate colleges excluding the Ranchi zila school and the Ravenshaw girls' school to which intermediate classes are attached. In addition, there are the Medical and the Engineering Colleges at Patna and the Bihar and Orissa Veterinary College which came into existence in July 1930 but is not affiliated to Patna University.

The total number of students reading in colleges has not increased to any considerable extent during the quinquennium, but the combined number on the rolls of Patna College and the Science College, 1,040, at the end of the quinquennium compares very favourably with the combined roll number of 700 for the old Patna College and New College five years ago. The fluctuations in the roll number at the other colleges are unimportant, a slight decrease in the roll being due in most cases to economic depression.

The colleges suffered very little from the political unrest of the last two years. There were some instances of excitement and attempts at picketing but it is plain that neither the general public nor the students themselves wish education to be interrupted ; nor will they tolerate any substantial interference with studies.

A system of medical inspection of college students has been introduced and greater attention is now being paid to the health of students and the social side of college life. The play-ground space available is however still inadequate in many cases. The numbers in the Patna University Corps show a tendency to keep low, but the efficiency has probably improved.

The cost of education in arts and science colleges has risen roughly by Rs. 2⅓ lakhs during the quinquennium. Of this total the share borne by public revenues amounts to Rs. 2 lakhs. The stage appears to have been reached when either the growth in the expenditure on arts colleges will have to be checked or the fees will have to be raised. Substantial efforts have already been made in the former direction by requiring teachers to take up an increased number of periods and by keeping posts vacant where this could be done without serious loss of efficiency.

5. *Secondary education.*—The number of high schools increased from 135 to 166, while the number of middle English schools increased from 318 to 581. New high schools continue to come into being at the rate of 5 or 6 and new middle English schools at the rate of about 30 every year. Middle vernacular schools are fast being converted into middle English schools, which are more popular because of their English teaching and are cheaper to finance on account of the higher fees charged. The average roll number has increased proportionately both in high schools and in middle schools, which shows that the new schools have come into existence to meet an increased demand and not to displace existing schools. The increased direct expenditure on secondary education during the quinquennium of Rs. 9½ lakhs has been mostly covered by increased fee receipts. The expenditure from public funds and the cost of secondary education per scholar have remained fairly constant.

Thanks to the large sums of money which Government were able to provide before the financial depression set in, many high schools have now been provided with new buildings. The financial stringency has since compelled Government to reduce the maximum amount of non-recurring grants from two-thirds to half the cost of the project. A proposal to increase fees has been shelved but it is becoming increasingly clear that any further increase in the cost of secondary education will have to be at the expense of fee receipts. The Board of Secondary Education has already been compelled to curtail the grants admissible under the rules by 8 per cent and even so aid could be given only to 107 high schools with an allotment of more

than three lakhs of rupees. Notices of resolutions have been given in the Legislative Council recommending that new high schools started in urban areas should not receive any grants and generally deprecating any further expansion in secondary and collegiate education at the expense of primary education.

The committee appointed by Government in January 1929 to examine the alleged deterioration in the standard of matriculates suggested certain modifications in the syllabus on which the University has taken suitable action. The committee also recommended that the public middle school examination should be extended to high schools, as there has been a tendency for boys to leave middle English schools and join high schools just before they reach the middle standard ever since the middle school examination was extended to middle English schools in the year 1927-28. It was also alleged that promotions in high schools were not being made with sufficient strictness and that boys were allowed to reach the matriculation stage without any proper grounding. Government were not satisfied that the difficulties in the way of a common examination in high and middle schools could be easily surmounted without extra cost and in any case they considered that the time was not opportune to extend the scope of the examination. So long as the matriculation examination continues to dominate the minds of the public any attempt to check the flow of pupils into high schools must end in failure. The only possible solution would seem to lie in an increase in the facilities for technical and industrial education either by increasing the number of technical and industrial schools or by opening vocational classes attached to middle and high schools or by a combination of both methods. If and when the dignity of labour is recognised and technical and industrial education enables those who are specially qualified to take a university degree, a solution may be found of the growing problem of unemployment amongst educated young men who are at present compelled by circumstances to take up a college career ultimately to find that the education which they have acquired fails to teach them how to earn their livelihood.

The decision to abolish the school leaving certificate examination for high schools after the year 1933 was inevitable in view of its failure to attract a sufficient number of candidates.

6. *Primary education.*—Turning to the field of primary education, it is unsatisfactory to record that the remarkable progress made in the previous quinquennium was followed by a set back which, though not serious, is rather discouraging. The

number of primary schools has fallen from 30,247 to 27,571 against 24,696 in 1921-22. The number of pupils has also decreased from 941,675 to 883,603 against 668,000 in 1921-22. The number of schools has thus decreased by 9 per cent while the number of pupils has gone down by 6 per cent as against increases of 23 per cent and 37 per cent, respectively, recorded at the end of the previous quinquennium. The fall in the number of schools and pupils started in the year 1928-29 as a result of the financial stringency of local bodies and was accentuated in 1931-32 by the economic depression which ultimately compelled Government to reduce the primary education grant by 10 per cent. It is not possible to forecast the future with any degree of certainty. It is, however, increasingly apparent that it is absolutely essential to try and make existing schools more efficient without extra expense as suggested by the Auxiliary Committee of the Indian Statutory Commission in their report, if progress is to be maintained.

It is satisfactory to note that the number of upper primary schools actually increased during the quinquennium from 2,345 to 2,817. There has also been a steady increase in the number of schools under public management which, like upper primary schools, are better able to produce permanent literacy than many of the lower primary schools which depend for their existence on the caprice of individual teachers or secretaries. The figures for the different classes in primary schools show that the efforts made on the lines advocated by the Auxiliary Committee to remedy the present stagnation have met with a certain measure of success. The Director has suggested other steps which could be taken in the same direction, namely by improving the teaching and the curriculum, by appointing trained teachers when available, by restricting admissions to the first two months of the year and by making the schools more attractive by the provision of games. The general policy to be pursued in this respect is still under discussion by a large committee appointed in the year 1930-31 under the presidency of the Hon'ble Minister for Education to consider the comparative failure of the general primary education system, as revealed by the report of the Auxiliary Committee, to revise the syllabus for primary schools, to consider the possibility of common text-books in Hindi and Urdu and to consider the suggestion made by the Auxiliary Committee with regard to the primary education of Muhammadans. As pointed out by the Director, a poor province cannot afford extravagances and communal schools are of the nature of extravagances which involve unnecessary expense and duplication of effort.

Compulsory primary education appears to have met with a considerable measure of success in the areas of the Ranchi municipality, the Banki union in Cuttack and the Jamhor union in Gaya. The cost in the latter two cases is being met by the district board, though the Banki experiment was financed by Government until the end of the year 1930-31. The experiments in this direction in the Maharajganj and Gopalganj unions in Saran were unsuccessful and have since been terminated. Free, but not compulsory, education does not appear to have been satisfactory except perhaps in four thanas in Ranchi which are very backward. The abolition of fees appears to make pupils more irregular in attendance and the teachers are often tempted to levy various contributions in lieu of fees from their pupils. The Sambalpur and Darbhanga municipalities which experimented with free education for some time have now started charging fees, a fact which needs no comment.

7. *Oriental studies.*—The number of recognised *tols* rose from 260 to 305, while the number of pupils increased from 8,025 to 9,485. The number of *pathshalas* decreased slightly from 762 to 750, though the number of pupils increased from 19,000 to 20,255. The number of pupils at the two Sanskrit colleges at Muzaffarpur and Puri increased from 201 and 116 to 268 and 157, respectively. The courses of study for the Sanskrit examination were twice revised during the quinquennium and steps were taken to reconstitute the Sanskrit Convocation and Council on the lines of the recommendations made by the Committee appointed in 1925 to examine the state of Sanskrit education and to suggest improvements. It has not been found possible for want of funds to give effect to the proposals of the Committee to appoint special sub-inspectors in charge of Sanskrit schools and to create two research scholarships.

It is remarkable that there should have been an increase in the number of pupils attending Sanskrit schools in spite of the difficulty which ex-students experience in obtaining employment, a difficulty which has led these ex-pupils to press for posts in the public service for which the matriculation course probably provides a more useful training.

The total expenditure from public funds on Sanskrit education other than that given in arts colleges and secondary schools increased during the quinquennium from Trs. 1,95 to Trs. 2,28, which would seem to indicate that the increase in the number of institutions and pupils has been mainly due to larger Government grants.

The number of recognised madrasas rose from 37 with 2,605 pupils to 50 with 3,415 pupils, the expenditure from public funds having increased from Trs. 18 to Trs. 23. The Madrasa Examination Board was reconstituted in the year 1929-30, Government reserving to themselves the right f appointing three ordinary members and a secretary as well as the President. *Maktabs* are dealt with later, in the paragraph dealing with Muhammadan education.

8. *The education of girls.*—It is satisfactory to onote that a decrease in the number of girls' schools has not been accompanied by a decrease in the number of pupils. The number of girls reading in boys' schools has increased and there appears to be a growing recognition of the fact that, at least at the primary stage, it is seldom necessary to have separate schools for girls The beginning of the movement among girls to attend colleges for men noted by the Director is another welcome sign of weakening of the forces of conservatism in the country.

Though the number of primary schools has decreased, the number of high schools for girls has increased from 4 to 5 and the total number of secondary schools from 30 to 37. The roll number in secondary schools shows an even more remarkable increase from 4,123 to 6,580.

The policy of Government regarding female education was laid down in a comprehensive resolution issued in 1929-30 in which Government accepted the opinion expressed by the Auxiliary Committee that, in the interests of the advance of education as a whole, priority should now be given to the claims of girls' education in every scheme of expansion. In spite of financial stringency, Government found it possible in the following year to make a beginning by providing a recurring grant of Rs. 12,000 for grants to girls' primary schools in municipal areas. The generous donations given for girls' schools during the quinquennium by the Maharajadhiraja of Darbhanga, Raja Narpat Singh of Porahat and Babu Kedar Nath Goenka of Monghyr are evident testimony to the gradual awakening of the public conscience to the claims of female education.

9. *The education of Europeans.*—The number of European schools remained constant at 21, but the number of pupils rose from 1,370 to 1,624, while the total expenditure rose from Trs. 3,14 to Trs 4,22, the major part of the increase being borne by increased fee receipts. Two of the schools, those at Namkum and Kurji, have recently been provided with fine buildings and the number of trained teachers has increased

It is interesting to note that the number of Indian boys reading in European schools has steadily risen from 85 to 189, and the question whether the schools should continue to prepare candidates for the Cambridge examinations or should take up the Patna University matriculation continues to be discussed.

10. *The education of Muhammadans.*—As in the case of Europeans, it is remarkable that the number of Muhammadan scholars has actually risen during the quinquennium. The percentage of Muhammadan scholars to the total number of scholars has increased from 13·1 to 13·5, the percentage at the college stage being as high as 14·7 against a percentage for the population of 11·3 according to the 1931 census. A careful examination was made of the allegations made during the period that a number of local bodies were not doing their duty towards Muhammadan education. In consequence, the facilities for teaching through the medium of Urdu in middle schools were improved, resulting in an increase in the percentage of Muhammadan scholars at that stage from 7·3 to 9·4.

The number of recognised *maktabs* registered a fall from 3,477 to 3,347 in conformity with the general fall in the number of primary schools, but the number of pupils increased from 86,384 to 87,347, while the direct expenditure increased from Trs. 4,86 to Trs. 5,41 of which Trs. 3,20 and Trs. 3,81, respectively, were met from public funds.

Orders were issued in 1930-31 reserving a certain number of upper primary scholarships for Muhammadans on the analogy of similar reservations at the lower primary and middle stages.

The expenditure from public funds incurred specially for the benefit of Muhammadan pupils amounted to Trs. 6,80 in 1931-32.

11. *The education of special classes.*—The number of Christian aborigines at school increased from 18,960 to 21,029, while the number of non-Christian aborigines fell from 51,137 to 45,776. Aboriginal girl scholars, both Christians and non-Christians, increased from 7,972 and 1,620 to 10,729 and 1,954, respectively. The figures afford a remarkable tribute to the work of the Christian missionaries and also indicate the growing popularity of female education amongst the aboriginal tribes.

The total number of pupils of the untouchable and depressed classes remained fairly constant. The percentage of the population of these tribes at school is, however, 4·04 for boys and ·39 for girls against 4·76 and ·42 five years ago, a fall which may be explained by the fact that these classes have been specially

affected by the economic depression. The number of pupils in the middle and higher stages of instruction has risen and there are now two untouchable pupils in the college stage against none five years ago.

12. *The Hazaribagh Reformatory School.*—The number of boys has fallen from 354 in the school and 36 on licence to 228 and 15, respectively, due to the operation of the Bengal Children's Act, 1922, under which juvenile offenders from Calcutta and Howrah are now sent to the Alipur Reformatory and Industrial School. The fall in numbers has necessarily increased the cost per pupil in spite of the economies effected last year during the retrenchment campaign. The workshop has been steadily improved and the artisan class for outside boys has proved a success.

13. The students' residence committees at Patna and Cuttack continue to do useful work. A number of new hostel buildings have been constructed during the quinquennium, but more are still wanting.

14. The system of medical inspection in schools and colleges was discussed at a conference held at Ranchi in 1928 and the main recommendations were accepted by Government in a resolution issued in the following year. Arrangements have since been made for college students to be medically examined in their 1st, 3rd and 5th years and for all pupils in high schools to be examined on first admission and again at the ages of 12 and 15. Similar arrangements have been made in the case of many middle schools, but no arrangements have yet been made at primary schools in view of the large expenditure involved. Orders were issued retrenching the posts of school medical officers at the beginning of the year under the impression that the officers could be absorbed in the medical department. When this was found to be impracticable the posts were temporarily revived for the rest of the year pending an examination to be made at the end of the year whether the department would have to be retrenched altogether and the officers all to be discharged.

15. The three posts of inspector of physical education were abolished at the end of the year 1930-31 and five posts of instructors were created at the five secondary training schools on the recommendation of Mr. H. C. Buck of the Young Men's Christian Association in Madras, who kindly visited this province iby invitation towards the end of 1929 and wrote a most interesting report. Unfortunately many of his suggestions for

placing physical instruction on a more satisfactory footing have to await acceptance until the financial position considerably improves.

16. The Boy Scout movement continues to spread and a considerable amount of good work is being done. The Girl Guides movement is also making satisfactory progress.

17. Amongst the interesting events which occurred during the quinquennium may be mentioned the meeting of the Inter-University Board at Patna in 1929 and the meetings of the All-India Oriental Congress, the Indian Philosophical Congress and the Indian Historical Records Commission. Amongst interesting publications may be mentioned Volume I of a comprehensive Oriya lexicon by Babu Gopal Chandra Praharaj, a small Manual on Indian Games, a Santali arithmetic and 8 volumes of the catalogue of the Persian and Arabic manuscripts in the Oriental Public Library. The Text-book Committee appears to have taken pains to improve the quality of the text-books and to see that the books placed on the market do not differ materially from approved specimens.

18. The number of literary societies submitting returns increased during the quinquennium from 97 to 108. The number of circulating libraries in Chota Nagpur rose from 12 to 20. A scheme for opening village libraries to prevent boys from lapsing into illiteracy for want of practice in reading after they leave school is however held up for want of funds.

19. Government fully endorse the remarks made by the Director in the concluding paragraphs of his report. A considerable amount of useful work has been accomplished during the last five years. But much more remains to be done if the limited amount of money available is to be wisely utilised to produce literacy amongst the large section of the population which is expected to be enfranchised in the near future. The public has also got to be educated to a right sense of values so as to divert the flow of pupils from channels which are unprofitable to others which may enable them better to face the struggle for existence. Literary education however advanced cannot solve the problem of existence and greater stress must be laid in future on agricultural and industrial education if the growing problem of unemployment amongst educated young men is not to be accentuated.

20. Government are pleased to note the names of the prominent non-officials and officials who have been specially

mentioned by the Director in his report and their thanks are particularly due to the two Vice-Chancellors Dr. Sir Saiyid Sultan Ahmad, Kt. and the Hon'ble Mr. Justice T. S. Macpherson, C.I.E., I.C.S., who have prominently helped to shape the educational policy during the quinquennium. They are also pleased to record their high appreciation of the able and efficient administration of the department by Mr. Fawcus, who has written this most interesting and lucid report.

By order of the Govt. of Bihar and Orissa
(Ministry of Education),

B. K. GOKHALE,

Secretary to Government.

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